

Structure and Style for Students

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

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| BENCHMARK | | Key Ideas and Details |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXAMPLE | RI.6.2. | 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. |
| GRADE LEVEL EXAMPLE | RI.6.3. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| BENCHMARK | | Craft and Structure |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
| GRADE LEVEL EXAMPLE | RI.6.5. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| BENCHMARK | | Integration of Knowledge and Ideas |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |

CONTENT STANDARD **WY.W.6. Writing Standards**

| BENCHMARK | | Text Types and Purposes |
|---------------------|----------|---|
| GRADE LEVEL EXAMPLE | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |

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| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| CONTENT STANDARD | WY.W.6. Writing Standards | |
| BENCHMARK | Production and Distribution of Writing | |
| GRADE LEVEL EXAMPLE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXAMPLE | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| CONTENT STANDARD | WY.W.6. Writing Standards | |
| BENCHMARK | Research to Build and Present Knowledge | |
| GRADE LEVEL EXAMPLE | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| CONTENT STANDARD | WY.W.6. Writing Standards | |
| BENCHMARK | Range of Writing | |
| GRADE LEVEL EXAMPLE | W.6.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| CONTENT STANDARD | WY.SL.6. Speaking and Listening Standards | |
| BENCHMARK | Comprehension and Collaboration | |
| GRADE LEVEL EXAMPLE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| CONTENT STANDARD | WY.SL.6. Speaking and Listening Standards | |
| BENCHMARK | Presentation of Knowledge and Ideas | |
| GRADE LEVEL EXAMPLE | SL.6.4. | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| GRADE LEVEL EXAMPLE | SL.6.6. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

EXPECTATION L.6.1(e) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

EXPECTATION L.6.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.6.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

Wyoming Content and Performance Standards
Language Arts
 Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

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|----------------------------|----------------|--|
| BENCHMARK | | Key Ideas and Details |
| GRADE LEVEL EXAMPLE | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

GRADE LEVEL EXAMPLE RI.6.2. 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.

GRADE LEVEL EXAMPLE RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| | | |
|----------------------------|----------------|---|
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXAMPLE | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |

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| GRADE LEVEL EXAMPLE | RI.6.5. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
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CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| | | |
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| BENCHMARK | | Integration of Knowledge and Ideas |
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| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
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CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
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| BENCHMARK | | Text Types and Purposes |
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| | | |
|----------------------------|---------------|--|
| GRADE LEVEL EXAMPLE | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
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| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
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| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|---|
| BENCHMARK | | Production and Distribution of Writing |
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| | | |
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| GRADE LEVEL EXAMPLE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
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| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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| GRADE LEVEL EXAMPLE | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
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CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Research to Build and Present Knowledge |
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| | | |
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| GRADE LEVEL EXAMPLE | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
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CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXAMPLE | W.6.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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| EXPECTATION | W.6.9(b) | Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). |
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CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|-------------------------|
| BENCHMARK | | Range of Writing |
|------------------|--|-------------------------|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | W.6.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

| | | |
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| BENCHMARK | | Comprehension and Collaboration |
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|----------------------------|----------------|--|
| GRADE LEVEL EXAMPLE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
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| | | |
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| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
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| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
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CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Presentation of Knowledge and Ideas |
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| GRADE LEVEL EXAMPLE | SL.6.4. | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
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| GRADE LEVEL EXAMPLE | SL.6.6. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
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CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Conventions of Standard English |
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|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
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| | | |
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| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
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CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
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| BENCHMARK | | Conventions of Standard English |
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| GRADE LEVEL EXAMPLE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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| EXPECTATION | L.6.2(b) | Spell correctly. |
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CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| | | |
|-------------|----------|---|
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

UNIT 2: WRITING FROM NOTES Week 3 Page 27-36

**Wyoming Content and Performance Standards
Language Arts
Grade 6 - Adopted: 2012**

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

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

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
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| | | |
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| GRADE LEVEL EXAMPLE | RI.6.2. | 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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| | | |
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| GRADE LEVEL EXAMPLE | RI.6.3. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
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CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| | | |
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| BENCHMARK | | Craft and Structure |
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| GRADE LEVEL EXAMPLE | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
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| | | |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RI.6.5. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
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CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| | | |
|------------------|--|---|
| BENCHMARK | | Integration of Knowledge and Ideas |
|------------------|--|---|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
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CONTENT STANDARD **WY.W.6. Writing Standards**

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

| | | |
|----------------------------|---------------|--|
| GRADE LEVEL EXAMPLE | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
|----------------------------|---------------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|-------------|----------|---|

| | | |
|-------------|----------|--|
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|-------------|----------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-------------|----------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|---|
| BENCHMARK | | Production and Distribution of Writing |
|------------------|--|---|

| | | |
|---------------------|--------|--|
| GRADE LEVEL EXAMPLE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|---------------------|--------|--|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------|--------|---|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
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CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Research to Build and Present Knowledge |
|------------------|--|--|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
|---------------------|--------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Research to Build and Present Knowledge |
|------------------|--|--|

| | | |
|----------------------------|---------------|--|
| GRADE LEVEL EXAMPLE | W.6.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|----------------------------|---------------|--|

| | | |
|-------------|----------|--|
| EXPECTATION | W.6.9(b) | Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). |
|-------------|----------|--|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|-------------------------|
| BENCHMARK | | Range of Writing |
|------------------|--|-------------------------|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | W.6.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|---------------------|---------|---|

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

| | | |
|----------------------------|----------------|--|
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

| | | |
|-------------|-----------|---|
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|-------------|-----------|---|

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|-------------|-----------|--|

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
|-------------|-----------|--|

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Presentation of Knowledge and Ideas |
|------------------|--|--|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | SL.6.4. | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
|---------------------|---------|---|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | SL.6.6. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
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CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Conventions of Standard English |
|------------------|--|--|

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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|-------------|----------|--|
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
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| | | |
|-------------|----------|---|
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
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CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Conventions of Standard English |
|------------------|--|--|

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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| EXPECTATION | L.6.2(b) | Spell correctly. |
|-------------|----------|------------------|

CONTENT STANDARD **WY.L.6. Language Standards**

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

| | | |
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| GRADE LEVEL EXAMPLE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |
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EXPECTATION L.6.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.6.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD **WY.L.6. Language Standards**

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

GRADE LEVEL EXAMPLE L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

Wyoming Content and Performance Standards
Language Arts
Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

| | | |
|------------------|--|------------------------------|
| BENCHMARK | | Key Ideas and Details |
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GRADE LEVEL EXAMPLE RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GRADE LEVEL EXAMPLE RL.6.2. 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.

GRADE LEVEL EXAMPLE RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

| | | |
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| BENCHMARK | | Craft and Structure |
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GRADE LEVEL EXAMPLE RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

GRADE LEVEL EXAMPLE RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

GRADE LEVEL EXAMPLE RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

| | | |
|------------------|--|--|
| BENCHMARK | | Range of Reading and Level of Text Complexity |
|------------------|--|--|

GRADE LEVEL EXAMPLE RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|----------------------------|---------------|--|
| BENCHMARK | | Text Types and Purposes |
| GRADE LEVEL EXAMPLE | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

EXPECTATION W.6.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Text Types and Purposes |
| GRADE LEVEL EXAMPLE | W.6.3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

EXPECTATION W.6.3(a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

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

EXPECTATION W.6.3(d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

EXPECTATION W.6.3(e) Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|---|
| BENCHMARK | | Production and Distribution of Writing |
|------------------|--|---|

GRADE LEVEL EXAMPLE W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GRADE LEVEL EXAMPLE W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Research to Build and Present Knowledge |
|------------------|--|--|

GRADE LEVEL EXAMPLE W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|-------------------------|
| BENCHMARK | | Range of Writing |
|------------------|--|-------------------------|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | W.6.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|---------------------|---------|---|

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

| | | |
|----------------------------|----------------|--|
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

| | | |
|-------------|-----------|---|
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|-------------|-----------|---|

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|-------------|-----------|--|

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
|-------------|-----------|--|

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Presentation of Knowledge and Ideas |
|------------------|--|--|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | SL.6.4. | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
|---------------------|---------|---|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | SL.6.6. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
|---------------------|---------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Conventions of Standard English |
|------------------|--|--|

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|----------------------------|---------------|---|

| | | |
|-------------|----------|--|
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
|-------------|----------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
|-------------|----------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Conventions of Standard English |
|------------------|--|--|

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------------------------|---------------|---|

| | | |
|-------------|----------|------------------|
| EXPECTATION | L.6.2(b) | Spell correctly. |
|-------------|----------|------------------|

CONTENT STANDARD **WY.L.6. Language Standards**

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

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |
|----------------------------|---------------|---|

EXPECTATION L.6.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.6.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD **WY.L.6. Language Standards**

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

GRADE LEVEL EXAMPLE L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

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

GRADE LEVEL EXAMPLE RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GRADE LEVEL EXAMPLE RL.6.2. 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.

GRADE LEVEL EXAMPLE RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

| | | |
|------------------|--|----------------------------|
| BENCHMARK | | Craft and Structure |
|------------------|--|----------------------------|

GRADE LEVEL EXAMPLE RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

GRADE LEVEL EXAMPLE RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

GRADE LEVEL EXAMPLE RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

| | | |
|------------------|--|--|
| BENCHMARK | | Range of Reading and Level of Text Complexity |
|------------------|--|--|

GRADE LEVEL EXAMPLE RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|----------------------------|---------------|--|
| BENCHMARK | | Text Types and Purposes |
| GRADE LEVEL EXAMPLE | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

EXPECTATION W.6.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Text Types and Purposes |
| GRADE LEVEL EXAMPLE | W.6.3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

EXPECTATION W.6.3(a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

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

EXPECTATION W.6.3(d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

EXPECTATION W.6.3(e) Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|---|
| BENCHMARK | | Production and Distribution of Writing |
|------------------|--|---|

GRADE LEVEL EXAMPLE W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GRADE LEVEL EXAMPLE W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Research to Build and Present Knowledge |
|------------------|--|--|

GRADE LEVEL EXAMPLE W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|-------------------------|
| BENCHMARK | | Range of Writing |
|------------------|--|-------------------------|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | W.6.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|---------------------|---------|---|

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

| | | |
|----------------------------|----------------|--|
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

| | | |
|-------------|-----------|---|
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|-------------|-----------|---|

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|-------------|-----------|--|

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
|-------------|-----------|--|

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Presentation of Knowledge and Ideas |
|------------------|--|--|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | SL.6.4. | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
|---------------------|---------|---|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | SL.6.6. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
|---------------------|---------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Conventions of Standard English |
|------------------|--|--|

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|----------------------------|---------------|---|

| | | |
|-------------|----------|--|
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
|-------------|----------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
|-------------|----------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Conventions of Standard English |
|------------------|--|--|

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------------------------|---------------|---|

| | | |
|-------------|----------|------------------|
| EXPECTATION | L.6.2(b) | Spell correctly. |
|-------------|----------|------------------|

CONTENT STANDARD **WY.L.6. Language Standards**

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

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |
|----------------------------|---------------|---|

EXPECTATION L.6.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.6.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD **WY.L.6. Language Standards**

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

GRADE LEVEL EXAMPLE L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

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

GRADE LEVEL EXAMPLE RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GRADE LEVEL EXAMPLE RL.6.2. 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.

GRADE LEVEL EXAMPLE RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

| | | |
|------------------|--|----------------------------|
| BENCHMARK | | Craft and Structure |
|------------------|--|----------------------------|

GRADE LEVEL EXAMPLE RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

GRADE LEVEL EXAMPLE RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

GRADE LEVEL EXAMPLE RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

| | | |
|------------------|--|--|
| BENCHMARK | | Range of Reading and Level of Text Complexity |
|------------------|--|--|

GRADE LEVEL EXAMPLE RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|----------------------------|---------------|--|
| BENCHMARK | | Text Types and Purposes |
| GRADE LEVEL EXAMPLE | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

EXPECTATION W.6.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Text Types and Purposes |
| GRADE LEVEL EXAMPLE | W.6.3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

EXPECTATION W.6.3(a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

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

EXPECTATION W.6.3(d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

EXPECTATION W.6.3(e) Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|---|
| BENCHMARK | | Production and Distribution of Writing |
|------------------|--|---|

GRADE LEVEL EXAMPLE W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GRADE LEVEL EXAMPLE W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Research to Build and Present Knowledge |
|------------------|--|--|

GRADE LEVEL EXAMPLE W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|-------------------------|
| BENCHMARK | | Range of Writing |
|------------------|--|-------------------------|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | W.6.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|---------------------|---------|---|

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

| | | |
|----------------------------|----------------|--|
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

| | | |
|-------------|-----------|---|
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|-------------|-----------|---|

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|-------------|-----------|--|

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
|-------------|-----------|--|

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Presentation of Knowledge and Ideas |
|------------------|--|--|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | SL.6.4. | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
|---------------------|---------|---|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | SL.6.6. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
|---------------------|---------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Conventions of Standard English |
|------------------|--|--|

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|----------------------------|---------------|---|

| | | |
|-------------|----------|--|
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
|-------------|----------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
|-------------|----------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Conventions of Standard English |
|------------------|--|--|

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------------------------|---------------|---|

| | | |
|-------------|----------|------------------|
| EXPECTATION | L.6.2(b) | Spell correctly. |
|-------------|----------|------------------|

CONTENT STANDARD **WY.L.6. Language Standards**

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

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |
|----------------------------|---------------|---|

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|-------------|----------|---|

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
|-------------|----------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

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

| | | |
|---------------------|--------|--|
| GRADE LEVEL EXAMPLE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|---------------------|--------|--|

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74

**Wyoming Content and Performance Standards
Language Arts
Grade 6 - Adopted: 2012**

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

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

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|---------------------|---------|---|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.2. | 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. |
|---------------------|---------|---|

| | | |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RI.6.3. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
|---------------------|---------|--|

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| | | |
|------------------|--|----------------------------|
| BENCHMARK | | Craft and Structure |
|------------------|--|----------------------------|

| | | |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
|---------------------|---------|--|

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| GRADE LEVEL EXAMPLE | RI.6.5. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
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CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| | | |
|------------------|--|---|
| BENCHMARK | | Integration of Knowledge and Ideas |
|------------------|--|---|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
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CONTENT STANDARD **WY.W.6. Writing Standards**

| BENCHMARK | | Text Types and Purposes |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

| | | |
|-------------|----------|---|
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

CONTENT STANDARD **WY.W.6. Writing Standards**

| BENCHMARK | | Production and Distribution of Writing |
|-----------|--|--|
|-----------|--|--|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXAMPLE | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| GRADE LEVEL EXAMPLE | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |

CONTENT STANDARD **WY.W.6. Writing Standards**

| BENCHMARK | | Research to Build and Present Knowledge |
|-----------|--|---|
|-----------|--|---|

| | | |
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| GRADE LEVEL EXAMPLE | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| GRADE LEVEL EXAMPLE | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |

CONTENT STANDARD **WY.W.6. Writing Standards**

| BENCHMARK | | Range of Writing |
|-----------|--|------------------|
|-----------|--|------------------|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | W.6.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

| BENCHMARK | | Comprehension and Collaboration |
|-----------|--|---------------------------------|
|-----------|--|---------------------------------|

| GRADE LEVEL EXAMPLE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
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| | | |
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| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
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| | | |
|-------------|-----------|--|
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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| | | |
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| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
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CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Conventions of Standard English |
|------------------|--|--|

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|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
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| | | |
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| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
|-------------|----------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Conventions of Standard English |
|------------------|--|--|

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------------------------|---------------|---|

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| EXPECTATION | L.6.2(b) | Spell correctly. |
|-------------|----------|------------------|

CONTENT STANDARD **WY.L.6. Language Standards**

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

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |
|----------------------------|---------------|---|

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|-------------|----------|---|

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
|-------------|----------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

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

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

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

| | | |
|----------------------------|-----------------|---|
| GRADE LEVEL EXAMPLE | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXAMPLE | RI.6.2. | 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. |
| GRADE LEVEL EXAMPLE | RI.6.3. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
| CONTENT STANDARD | WY.RI.6. | Reading Standards for Informational Text |
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXAMPLE | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
| GRADE LEVEL EXAMPLE | RI.6.5. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
| CONTENT STANDARD | WY.RI.6. | Reading Standards for Informational Text |
| BENCHMARK | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | RI.6.7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| CONTENT STANDARD | WY.W.6. | Writing Standards |
| BENCHMARK | | Text Types and Purposes |
| GRADE LEVEL EXAMPLE | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| CONTENT STANDARD | WY.W.6. | Writing Standards |
| BENCHMARK | | Production and Distribution of Writing |
| GRADE LEVEL EXAMPLE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXAMPLE | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
|---------------------|--------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Research to Build and Present Knowledge |
|------------------|--|--|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
|---------------------|--------|---|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
|---------------------|--------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|-------------------------|
| BENCHMARK | | Range of Writing |
|------------------|--|-------------------------|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | W.6.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|---------------------|---------|---|

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Comprehension and Collaboration |
|------------------|--|--|

| | | |
|----------------------------|----------------|--|
| GRADE LEVEL EXAMPLE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
|----------------------------|----------------|--|

| | | |
|-------------|-----------|---|
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|-------------|-----------|---|

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|-------------|-----------|--|

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
|-------------|-----------|--|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Conventions of Standard English |
|------------------|--|--|

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|----------------------------|---------------|---|

| | | |
|-------------|----------|--|
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
|-------------|----------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
|-------------|----------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Conventions of Standard English |
|------------------|--|--|

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------------------------|---------------|---|

EXPECTATION L.6.2(b) Spell correctly.

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

EXPECTATION L.6.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.6.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

Wyoming Content and Performance Standards
Language Arts
Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| | | |
|----------------------------|----------------|--|
| BENCHMARK | | Key Ideas and Details |
| GRADE LEVEL EXAMPLE | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXAMPLE | RI.6.2. | 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. |
| GRADE LEVEL EXAMPLE | RI.6.3. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| | | |
|----------------------------|----------------|---|
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXAMPLE | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
| GRADE LEVEL EXAMPLE | RI.6.5. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

BENCHMARK **Integration of Knowledge and Ideas**

GRADE LEVEL EXAMPLE RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK **Text Types and Purposes**

GRADE LEVEL EXAMPLE **W.6.2.** **Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

EXPECTATION W.6.2(a) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

EXPECTATION W.6.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION W.6.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK **Production and Distribution of Writing**

GRADE LEVEL EXAMPLE W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GRADE LEVEL EXAMPLE W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK **Research to Build and Present Knowledge**

GRADE LEVEL EXAMPLE W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

GRADE LEVEL EXAMPLE W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK **Range of Writing**

GRADE LEVEL EXAMPLE W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

| | | |
|----------------------------|----------------|--|
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.6.1(c) | Recognize and correct inappropriate shifts in pronoun number and person. |
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.6.2(b) | Spell correctly. |

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

CONTENT STANDARD **WY.L.6. Language Standards**

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

| | | |
|---------------------|--------|--|
| GRADE LEVEL EXAMPLE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|---------------------|--------|--|

UNIT 5: WRITING FROM PICTURES Week 10 Page 89-98

Wyoming Content and Performance Standards
Language Arts
Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

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

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|---------------------|---------|---|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.2. | 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. |
|---------------------|---------|---|

| | | |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RI.6.3. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
|---------------------|---------|--|

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| | | |
|------------------|--|----------------------------|
| BENCHMARK | | Craft and Structure |
|------------------|--|----------------------------|

| | | |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
|---------------------|---------|--|

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| | | |
|------------------|--|---|
| BENCHMARK | | Integration of Knowledge and Ideas |
|------------------|--|---|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
|---------------------|---------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

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

| | | |
|----------------------------|---------------|--|
| GRADE LEVEL EXAMPLE | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
|----------------------------|---------------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|-------------|----------|---|

| | | |
|-------------|----------|--|
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|-------------|----------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-------------|----------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|---|
| BENCHMARK | | Production and Distribution of Writing |
|------------------|--|---|

| | | |
|----------------------------|-----------------------------------|---|
| GRADE LEVEL EXAMPLE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXAMPLE | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| GRADE LEVEL EXAMPLE | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| CONTENT STANDARD | WY.W.6. Writing Standards | |
| BENCHMARK | | Research to Build and Present Knowledge |
| GRADE LEVEL EXAMPLE | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| CONTENT STANDARD | WY.W.6. Writing Standards | |
| BENCHMARK | | Range of Writing |
| GRADE LEVEL EXAMPLE | W.6.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| CONTENT STANDARD | WY.L.6. Language Standards | |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
| CONTENT STANDARD | WY.L.6. Language Standards | |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.6.2(b) | Spell correctly. |
| CONTENT STANDARD | WY.L.6. Language Standards | |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |

| | | |
|-------------------------|----------------|--|
| EXPECTATION | L.6.4(c) | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| CONTENT STANDARD | WY.L.6. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106

Wyoming Content and Performance Standards
Language Arts
Grade 6 - Adopted: 2012

| | | |
|-------------------------|-----------------|---|
| CONTENT STANDARD | WY.RI.6. | Reading Standards for Informational Text |
| BENCHMARK | | Key Ideas and Details |
| GRADE LEVEL EXAMPLE | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXAMPLE | RI.6.2. | 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. |
| GRADE LEVEL EXAMPLE | RI.6.3. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |

| | | |
|-------------------------|-----------------|--|
| CONTENT STANDARD | WY.RI.6. | Reading Standards for Informational Text |
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXAMPLE | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |

| | | |
|-------------------------|-----------------|---|
| CONTENT STANDARD | WY.RI.6. | Reading Standards for Informational Text |
| BENCHMARK | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | RI.6.7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |

| | | |
|-------------------------|----------------|---|
| CONTENT STANDARD | WY.W.6. | Writing Standards |
| BENCHMARK | | Text Types and Purposes |
| GRADE LEVEL EXAMPLE | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

| | | |
|-------------|----------|---|
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|-------------|----------|---|

| | | |
|-------------|----------|--|
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|-------------|----------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-------------|----------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|---|
| BENCHMARK | | Production and Distribution of Writing |
|------------------|--|---|

| | | |
|---------------------|--------|--|
| GRADE LEVEL EXAMPLE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|---------------------|--------|--|

| | | |
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| GRADE LEVEL EXAMPLE | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------|--------|---|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
|---------------------|--------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Research to Build and Present Knowledge |
|------------------|--|--|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
|---------------------|--------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|-------------------------|
| BENCHMARK | | Range of Writing |
|------------------|--|-------------------------|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | W.6.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|---------------------|---------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Conventions of Standard English |
|------------------|--|--|

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| | | |
|-------------|----------|--|
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
|-------------|----------|--|

| | | |
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| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
|-------------|----------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Conventions of Standard English |
|------------------|--|--|

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------------------------|---------------|---|

| | | |
|-------------|----------|------------------|
| EXPECTATION | L.6.2(b) | Spell correctly. |
|-------------|----------|------------------|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|-------------|----------|---|

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
|-------------|----------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

**Wyoming Content and Performance Standards
Language Arts
Grade 6 - Adopted: 2012**

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

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

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RL.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|---------------------|---------|---|

| | | |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RL.6.2. | 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. |
|---------------------|---------|--|

| | | |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RL.6.3. | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
|---------------------|---------|--|

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

| | | |
|------------------|--|--|
| BENCHMARK | | Range of Reading and Level of Text Complexity |
|------------------|--|--|

| | | |
|---------------------|----------|---|
| GRADE LEVEL EXAMPLE | RL.6.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---------------------|----------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|----------------------------|---------------|--|
| BENCHMARK | | Text Types and Purposes |
| GRADE LEVEL EXAMPLE | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

| | | |
|-------------|----------|---|
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|-------------|----------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Text Types and Purposes |
| GRADE LEVEL EXAMPLE | W.6.3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

| | | |
|-------------|----------|---|
| EXPECTATION | W.6.3(a) | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
|-------------|----------|---|

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|-------------|----------|---|
| EXPECTATION | W.6.3(b) | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
|-------------|----------|---|

| | | |
|-------------|----------|---|
| EXPECTATION | W.6.3(d) | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
|-------------|----------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|---|
| BENCHMARK | | Production and Distribution of Writing |
|------------------|--|---|

| | | |
|---------------------|--------|--|
| GRADE LEVEL EXAMPLE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|---------------------|--------|--|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------|--------|---|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
|---------------------|--------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|-------------------------|
| BENCHMARK | | Range of Writing |
|------------------|--|-------------------------|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | W.6.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|---------------------|---------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| | | |
|-------------|----------|--|
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
|-------------|----------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
|-------------|----------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

EXPECTATION L.6.2(b) Spell correctly.

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

EXPECTATION L.6.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.6.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD **WY.L.6. Language Standards**

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

GRADE LEVEL EXAMPLE L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126

Wyoming Content and Performance Standards
Language Arts
Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

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

GRADE LEVEL EXAMPLE RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GRADE LEVEL EXAMPLE RI.6.2. 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.

GRADE LEVEL EXAMPLE RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| | | |
|------------------|--|----------------------------|
| BENCHMARK | | Craft and Structure |
|------------------|--|----------------------------|

GRADE LEVEL EXAMPLE RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

GRADE LEVEL EXAMPLE RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

BENCHMARK **Integration of Knowledge and Ideas**

GRADE LEVEL EXAMPLE RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

GRADE LEVEL EXAMPLE RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK **Text Types and Purposes**

GRADE LEVEL EXAMPLE **W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

EXPECTATION W.6.2(a) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

EXPECTATION W.6.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION W.6.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK **Production and Distribution of Writing**

GRADE LEVEL EXAMPLE W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GRADE LEVEL EXAMPLE W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK **Research to Build and Present Knowledge**

GRADE LEVEL EXAMPLE W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

GRADE LEVEL EXAMPLE W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK **Research to Build and Present Knowledge**

| | | |
|----------------------------|---------------|--|
| GRADE LEVEL EXAMPLE | W.6.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|----------------------------|---------------|--|

EXPECTATION W.6.9(a) Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|-------------------------|
| BENCHMARK | | Range of Writing |
|------------------|--|-------------------------|

GRADE LEVEL EXAMPLE W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Comprehension and Collaboration |
|------------------|--|--|

| | | |
|----------------------------|----------------|--|
| GRADE LEVEL EXAMPLE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
|----------------------------|----------------|--|

EXPECTATION SL.6.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

EXPECTATION SL.6.1(b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

EXPECTATION SL.6.1(c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Conventions of Standard English |
|------------------|--|--|

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|----------------------------|---------------|---|

EXPECTATION L.6.1(d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

EXPECTATION L.6.1(e) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Conventions of Standard English |
|------------------|--|--|

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------------------------|---------------|---|

EXPECTATION L.6.2(b) Spell correctly.

CONTENT STANDARD **WY.L.6. Language Standards**

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

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |
|----------------------------|---------------|---|

| | | |
|-------------------------|----------------|--|
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| CONTENT STANDARD | WY.L.6. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

Wyoming Content and Performance Standards
Language Arts
Grade 6 - Adopted: 2012

| | | |
|-------------------------|-----------------|---|
| CONTENT STANDARD | WY.RI.6. | Reading Standards for Informational Text |
| BENCHMARK | | Key Ideas and Details |
| GRADE LEVEL EXAMPLE | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXAMPLE | RI.6.2. | 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. |
| GRADE LEVEL EXAMPLE | RI.6.3. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |

| | | |
|-------------------------|-----------------|--|
| CONTENT STANDARD | WY.RI.6. | Reading Standards for Informational Text |
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXAMPLE | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
| GRADE LEVEL EXAMPLE | RI.6.5. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |

| | | |
|-------------------------|-----------------|---|
| CONTENT STANDARD | WY.RI.6. | Reading Standards for Informational Text |
| BENCHMARK | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | RI.6.7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| GRADE LEVEL EXAMPLE | RI.6.9. | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). |

CONTENT STANDARD **WY.W.6. Writing Standards**

| BENCHMARK | | Text Types and Purposes |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

CONTENT STANDARD **WY.W.6. Writing Standards**

| BENCHMARK | | Production and Distribution of Writing |
|----------------------------|---------------|--|
| GRADE LEVEL EXAMPLE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXAMPLE | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| GRADE LEVEL EXAMPLE | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |

CONTENT STANDARD **WY.W.6. Writing Standards**

| BENCHMARK | | Research to Build and Present Knowledge |
|----------------------------|---------------|--|
| GRADE LEVEL EXAMPLE | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| GRADE LEVEL EXAMPLE | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |

CONTENT STANDARD **WY.W.6. Writing Standards**

| BENCHMARK | | Research to Build and Present Knowledge |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | W.6.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.6.9(a) | Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). |

CONTENT STANDARD **WY.W.6. Writing Standards**

| BENCHMARK | | Range of Writing |
|------------------|--|-------------------------|
|------------------|--|-------------------------|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | W.6.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|---------------------|---------|---|

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

| | | |
|----------------------------|----------------|--|
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

| | | |
|-------------|-----------|---|
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|-------------|-----------|---|

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|-------------|-----------|--|

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
|-------------|-----------|--|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| | | |
|-------------|----------|--|
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
|-------------|----------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
|-------------|----------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| | | |
|-------------|----------|------------------|
| EXPECTATION | L.6.2(b) | Spell correctly. |
|-------------|----------|------------------|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|-------------|----------|---|

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
|-------------|----------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|--|--------|--|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152 | | |

**Wyoming Content and Performance Standards
Language Arts
Grade 6 - Adopted: 2012**

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| | | |
|---------------------|---------|---|
| BENCHMARK | | Key Ideas and Details |
| GRADE LEVEL EXAMPLE | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXAMPLE | RI.6.2. | 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. |
| GRADE LEVEL EXAMPLE | RI.6.3. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| | | |
|---------------------|---------|--|
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXAMPLE | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
| GRADE LEVEL EXAMPLE | RI.6.5. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| | | |
|---------------------|---------|---|
| BENCHMARK | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | RI.6.7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| GRADE LEVEL EXAMPLE | RI.6.9. | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). |

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|----------------------------|---------------|--|
| BENCHMARK | | Text Types and Purposes |
| GRADE LEVEL EXAMPLE | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

EXPECTATION W.6.2(a) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

| | | |
|-------------|----------|--|
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|-------------|----------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-------------|----------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|---|
| BENCHMARK | | Production and Distribution of Writing |
|------------------|--|---|

| | | |
|---------------------|--------|--|
| GRADE LEVEL EXAMPLE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|---------------------|--------|--|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------|--------|---|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
|---------------------|--------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Research to Build and Present Knowledge |
|------------------|--|--|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
|---------------------|--------|---|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
|---------------------|--------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Research to Build and Present Knowledge |
|------------------|--|--|

| | | |
|----------------------------|---------------|--|
| GRADE LEVEL EXAMPLE | W.6.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|----------------------------|---------------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | W.6.9(a) | Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). |
|-------------|----------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|-------------------------|
| BENCHMARK | | Range of Writing |
|------------------|--|-------------------------|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | W.6.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|---------------------|---------|---|

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Comprehension and Collaboration |
|------------------|--|--|

| | | |
|----------------------------|----------------|--|
| GRADE LEVEL EXAMPLE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
|----------------------------|----------------|--|

| | | |
|-------------|-----------|---|
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.6.2(b) | Spell correctly. |

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| BENCHMARK | | Key Ideas and Details |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXAMPLE | RI.6.2. | 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. |
| GRADE LEVEL EXAMPLE | RI.6.3. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| BENCHMARK | | Craft and Structure |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
| GRADE LEVEL EXAMPLE | RI.6.5. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| BENCHMARK | | Integration of Knowledge and Ideas |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| GRADE LEVEL EXAMPLE | RI.6.9. | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). |

CONTENT STANDARD **WY.W.6. Writing Standards**

| BENCHMARK | | Text Types and Purposes |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

CONTENT STANDARD **WY.W.6. Writing Standards**

| BENCHMARK | | Production and Distribution of Writing |
|------------------|--|---|
|------------------|--|---|

| | | |
|----------------------------|-----------------|---|
| GRADE LEVEL EXAMPLE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXAMPLE | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| GRADE LEVEL EXAMPLE | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| CONTENT STANDARD | WY.W.6. | Writing Standards |
| BENCHMARK | | Research to Build and Present Knowledge |
| GRADE LEVEL EXAMPLE | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| GRADE LEVEL EXAMPLE | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| CONTENT STANDARD | WY.W.6. | Writing Standards |
| BENCHMARK | | Research to Build and Present Knowledge |
| GRADE LEVEL EXAMPLE | W.6.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.6.9(a) | Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). |
| CONTENT STANDARD | WY.W.6. | Writing Standards |
| BENCHMARK | | Range of Writing |
| GRADE LEVEL EXAMPLE | W.6.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| CONTENT STANDARD | WY.SL.6. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| | | |
|-------------|----------|------------------|
| EXPECTATION | L.6.2(b) | Spell correctly. |
|-------------|----------|------------------|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|----------------------------|---------------|--|
| BENCHMARK | | Text Types and Purposes |
| GRADE LEVEL EXAMPLE | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

| | | |
|-------------|----------|---|
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|-------------|----------|---|

| | | |
|-------------|----------|--|
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.6.2(f) | Provide a concluding statement or section that follows from the information or explanation presented. |

CONTENT STANDARD **WY.W.6. Writing Standards**

| BENCHMARK | | Production and Distribution of Writing |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXAMPLE | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| GRADE LEVEL EXAMPLE | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |

CONTENT STANDARD **WY.W.6. Writing Standards**

| BENCHMARK | | Range of Writing |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | W.6.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

| BENCHMARK | | Comprehension and Collaboration |
|---------------------|-----------|--|
| GRADE LEVEL EXAMPLE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |

CONTENT STANDARD **WY.L.6. Language Standards**

| BENCHMARK | | Conventions of Standard English |
|---------------------|----------|---|
| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

EXPECTATION L.6.2(b) Spell correctly.

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

UNIT 7: INVENTIVE WRITING Week 18 Page 165-172

**Wyoming Content and Performance Standards
Language Arts
Grade 6 - Adopted: 2012**

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|----------------------------|---------------|--|
| BENCHMARK | | Text Types and Purposes |
| GRADE LEVEL EXAMPLE | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

EXPECTATION W.6.2(a) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

EXPECTATION W.6.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION W.6.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION W.6.2(f) Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Text Types and Purposes |
| GRADE LEVEL EXAMPLE | W.6.3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

EXPECTATION W.6.3(a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

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

EXPECTATION W.6.3(d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

| | | |
|-------------|----------|--|
| EXPECTATION | W.6.3(e) | Provide a conclusion that follows from the narrated experiences or events. |
|-------------|----------|--|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|---|
| BENCHMARK | | Production and Distribution of Writing |
|------------------|--|---|

| | | |
|---------------------|--------|--|
| GRADE LEVEL EXAMPLE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|---------------------|--------|--|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------|--------|---|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
|---------------------|--------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|-------------------------|
| BENCHMARK | | Range of Writing |
|------------------|--|-------------------------|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | W.6.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|---------------------|---------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Conventions of Standard English |
|------------------|--|--|

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|----------------------------|---------------|---|

| | | |
|-------------|----------|--|
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
|-------------|----------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
|-------------|----------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Conventions of Standard English |
|------------------|--|--|

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------------------------|---------------|---|

| | | |
|-------------|----------|------------------|
| EXPECTATION | L.6.2(b) | Spell correctly. |
|-------------|----------|------------------|

CONTENT STANDARD **WY.L.6. Language Standards**

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

| | | |
|---------------------|--------|--|
| GRADE LEVEL EXAMPLE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|---------------------|--------|--|

CONTENT STANDARD **WY.W.6. Writing Standards**

| BENCHMARK | | Text Types and Purposes |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.6.2(f) | Provide a concluding statement or section that follows from the information or explanation presented. |

CONTENT STANDARD **WY.W.6. Writing Standards**

| BENCHMARK | | Production and Distribution of Writing |
|----------------------------|---------------|--|
| GRADE LEVEL EXAMPLE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXAMPLE | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| GRADE LEVEL EXAMPLE | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |

CONTENT STANDARD **WY.W.6. Writing Standards**

| BENCHMARK | | Range of Writing |
|----------------------------|----------------|--|
| GRADE LEVEL EXAMPLE | W.6.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

CONTENT STANDARD **WY.L.6. Language Standards**

| BENCHMARK | | Conventions of Standard English |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

CONTENT STANDARD **WY.L.6. Language Standards**

| BENCHMARK | | Conventions of Standard English |
|------------------|--|--|
|------------------|--|--|

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------------------------|---------------|---|

EXPECTATION L.6.2(b) Spell correctly.

CONTENT STANDARD **WY.L.6. Language Standards**

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

GRADE LEVEL EXAMPLE L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 8: FORMAL ESSAY MODELS Week 20 Page 179-192

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

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

GRADE LEVEL EXAMPLE RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GRADE LEVEL EXAMPLE RI.6.2. 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.

GRADE LEVEL EXAMPLE RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| | | |
|------------------|--|----------------------------|
| BENCHMARK | | Craft and Structure |
|------------------|--|----------------------------|

GRADE LEVEL EXAMPLE RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

GRADE LEVEL EXAMPLE RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| | | |
|------------------|--|---|
| BENCHMARK | | Integration of Knowledge and Ideas |
|------------------|--|---|

GRADE LEVEL EXAMPLE RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

GRADE LEVEL EXAMPLE RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CONTENT STANDARD **WY.W.6. Writing Standards**

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

| | | |
|----------------------------|---------------|--|
| GRADE LEVEL EXAMPLE | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
|----------------------------|---------------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|-------------|----------|---|

| | | |
|-------------|----------|--|
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|-------------|----------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-------------|----------|---|

| | | |
|-------------|----------|--|
| EXPECTATION | W.6.2(e) | Establish and maintain a formal style. |
|-------------|----------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | W.6.2(f) | Provide a concluding statement or section that follows from the information or explanation presented. |
|-------------|----------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|---|
| BENCHMARK | | Production and Distribution of Writing |
|------------------|--|---|

| | | |
|---------------------|--------|--|
| GRADE LEVEL EXAMPLE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|---------------------|--------|--|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------|--------|---|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
|---------------------|--------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Research to Build and Present Knowledge |
|------------------|--|--|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
|---------------------|--------|---|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
|---------------------|--------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Research to Build and Present Knowledge |
|------------------|--|--|

| | | |
|----------------------------|---------------|--|
| GRADE LEVEL EXAMPLE | W.6.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|----------------------------|---------------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | W.6.9(a) | Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). |
|-------------|----------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|-------------------------|
| BENCHMARK | | Range of Writing |
|------------------|--|-------------------------|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | W.6.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|---------------------|---------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| | | |
|-------------|----------|------------------|
| EXPECTATION | L.6.2(b) | Spell correctly. |
|-------------|----------|------------------|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|---------------------|--------|--|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

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

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|---------------------|---------|---|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.2. | 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. |
|---------------------|---------|---|

| | | |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RI.6.3. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
|---------------------|---------|--|

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

BENCHMARK **Craft and Structure**

| | | |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
|---------------------|---------|--|

| | | |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RI.6.5. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
|---------------------|---------|--|

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

BENCHMARK **Integration of Knowledge and Ideas**

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
|---------------------|---------|---|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.9. | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). |
|---------------------|---------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK **Text Types and Purposes**

| | | |
|----------------------------|---------------|--|
| GRADE LEVEL EXAMPLE | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
|----------------------------|---------------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|-------------|----------|---|

| | | |
|-------------|----------|--|
| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|-------------|----------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | W.6.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-------------|----------|---|

| | | |
|-------------|----------|--|
| EXPECTATION | W.6.2(e) | Establish and maintain a formal style. |
|-------------|----------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | W.6.2(f) | Provide a concluding statement or section that follows from the information or explanation presented. |
|-------------|----------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK **Production and Distribution of Writing**

| | | |
|----------------------------|-----------------|---|
| GRADE LEVEL EXAMPLE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXAMPLE | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| GRADE LEVEL EXAMPLE | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| CONTENT STANDARD | WY.W.6. | Writing Standards |
| BENCHMARK | | Research to Build and Present Knowledge |
| GRADE LEVEL EXAMPLE | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| GRADE LEVEL EXAMPLE | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| CONTENT STANDARD | WY.W.6. | Writing Standards |
| BENCHMARK | | Research to Build and Present Knowledge |
| GRADE LEVEL EXAMPLE | W.6.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.6.9(a) | Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). |
| CONTENT STANDARD | WY.W.6. | Writing Standards |
| BENCHMARK | | Range of Writing |
| GRADE LEVEL EXAMPLE | W.6.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| CONTENT STANDARD | WY.SL.6. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| | | |
|-------------|----------|------------------|
| EXPECTATION | L.6.2(b) | Spell correctly. |
|-------------|----------|------------------|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

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

| | | |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RL.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXAMPLE | RL.6.2. | 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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| GRADE LEVEL EXAMPLE | RL.6.3. | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
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CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

| | | |
|------------------|--|----------------------------|
| BENCHMARK | | Craft and Structure |
|------------------|--|----------------------------|

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|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RL.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
|---------------------|---------|---|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RL.6.5. | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
|---------------------|---------|---|

| | | |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RL.6.6. | Explain how an author develops the point of view of the narrator or speaker in a text. |
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CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

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|------------------|--|--|
| BENCHMARK | | Range of Reading and Level of Text Complexity |
|------------------|--|--|

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| GRADE LEVEL EXAMPLE | RL.6.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---------------------|----------|---|

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

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

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|---------------------|---------|---|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.2. | 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. |
|---------------------|---------|---|

| | | |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RI.6.3. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
|---------------------|---------|--|

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| | | |
|------------------|--|----------------------------|
| BENCHMARK | | Craft and Structure |
|------------------|--|----------------------------|

| | | |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
|---------------------|---------|--|

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| | | |
|------------------|--|---|
| BENCHMARK | | Integration of Knowledge and Ideas |
|------------------|--|---|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
|---------------------|---------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|----------------------------|---------------|--|
| BENCHMARK | | Text Types and Purposes |
| GRADE LEVEL EXAMPLE | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

EXPECTATION W.6.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Text Types and Purposes |
| GRADE LEVEL EXAMPLE | W.6.3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

EXPECTATION W.6.3(a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

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

EXPECTATION W.6.3(d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

EXPECTATION W.6.3(e) Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|---|
| BENCHMARK | | Production and Distribution of Writing |
|------------------|--|---|

GRADE LEVEL EXAMPLE W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GRADE LEVEL EXAMPLE W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Research to Build and Present Knowledge |
|------------------|--|--|

GRADE LEVEL EXAMPLE W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|-------------------------|
| BENCHMARK | | Range of Writing |
|------------------|--|-------------------------|

GRADE LEVEL EXAMPLE W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

| | | |
|----------------------------|----------------|--|
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.6.2(b) | Spell correctly. |

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Knowledge of Language |
| GRADE LEVEL EXAMPLE | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.6.3(b) | Maintain consistency in style and tone. |

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
|-------------|----------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|--|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.5(a) | Interpret figures of speech (e.g., personification) in context. |
|-------------|----------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

UNIT 9: FORMAL CRITIQUE Week 23 Page 221-230

Wyoming Content and Performance Standards
Language Arts
Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

| | | |
|----------------------------|----------------|---|
| BENCHMARK | | Key Ideas and Details |
| GRADE LEVEL EXAMPLE | RL.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXAMPLE | RL.6.2. | 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. |
| GRADE LEVEL EXAMPLE | RL.6.3. | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

| | | |
|----------------------------|----------------|--|
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXAMPLE | RL.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| GRADE LEVEL EXAMPLE | RL.6.5. | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
| GRADE LEVEL EXAMPLE | RL.6.6. | Explain how an author develops the point of view of the narrator or speaker in a text. |

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

| | | |
|------------------|--|--|
| BENCHMARK | | Range of Reading and Level of Text Complexity |
|------------------|--|--|

| | | |
|---------------------|----------|---|
| GRADE LEVEL EXAMPLE | RL.6.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
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CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

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

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|---------------------|---------|---|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.2. | 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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| GRADE LEVEL EXAMPLE | RI.6.3. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
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CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| | | |
|------------------|--|----------------------------|
| BENCHMARK | | Craft and Structure |
|------------------|--|----------------------------|

| | | |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
|---------------------|---------|--|

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| | | |
|------------------|--|---|
| BENCHMARK | | Integration of Knowledge and Ideas |
|------------------|--|---|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
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CONTENT STANDARD **WY.W.6. Writing Standards**

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

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| GRADE LEVEL EXAMPLE | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
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| EXPECTATION | W.6.2(b) | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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CONTENT STANDARD **WY.W.6. Writing Standards**

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

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|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | W.6.3. | 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 | W.6.3(a) | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
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|-------------|----------|---|
| EXPECTATION | W.6.3(b) | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
|-------------|----------|---|

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| EXPECTATION | W.6.3(d) | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
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| EXPECTATION | W.6.3(e) | Provide a conclusion that follows from the narrated experiences or events. |
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CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|---|
| BENCHMARK | | Production and Distribution of Writing |
|------------------|--|---|

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| GRADE LEVEL EXAMPLE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|---------------------|--------|--|

| | | |
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| GRADE LEVEL EXAMPLE | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------|--------|---|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
|---------------------|--------|---|

CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Research to Build and Present Knowledge |
|------------------|--|--|

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|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
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CONTENT STANDARD **WY.W.6. Writing Standards**

| | | |
|------------------|--|-------------------------|
| BENCHMARK | | Range of Writing |
|------------------|--|-------------------------|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | W.6.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|---------------------|---------|---|

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Comprehension and Collaboration |
|------------------|--|--|

| | | |
|----------------------------|----------------|--|
| GRADE LEVEL EXAMPLE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
|----------------------------|----------------|--|

| | | |
|-------------|-----------|---|
| EXPECTATION | SL.6.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|-------------|-----------|---|

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.6.1(b) | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|-------------|-----------|--|

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.6.1(c) | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
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CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Conventions of Standard English |
|------------------|--|--|

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|----------------------------|---------------|---|

| | | |
|-------------|----------|--|
| EXPECTATION | L.6.1(d) | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
|-------------|----------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.1(e) | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
|-------------|----------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Conventions of Standard English |
|------------------|--|--|

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------------------------|---------------|---|

| | | |
|-------------|----------|------------------|
| EXPECTATION | L.6.2(b) | Spell correctly. |
|-------------|----------|------------------|

CONTENT STANDARD **WY.L.6. Language Standards**

| | | |
|------------------|--|------------------------------|
| BENCHMARK | | Knowledge of Language |
|------------------|--|------------------------------|

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
|----------------------------|---------------|---|

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.3(b) | Maintain consistency in style and tone. |
|-------------|----------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

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

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXAMPLE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |
|----------------------------|---------------|---|

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.4(a) | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|-------------|----------|---|

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.4(d) | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
|-------------|----------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

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

| | | |
|----------------------------|---------------|--|
| GRADE LEVEL EXAMPLE | L.6.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
|----------------------------|---------------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | L.6.5(a) | Interpret figures of speech (e.g., personification) in context. |
|-------------|----------|---|

CONTENT STANDARD **WY.L.6. Language Standards**

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

| | | |
|---------------------|--------|--|
| GRADE LEVEL EXAMPLE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|---------------------|--------|--|

Wyoming Content and Performance Standards
Language Arts
 Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

| BENCHMARK | | Key Ideas and Details |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RL.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXAMPLE | RL.6.2. | 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. |

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

| BENCHMARK | | Craft and Structure |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RL.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

| BENCHMARK | | Range of Reading and Level of Text Complexity |
|---------------------|----------|---|
| GRADE LEVEL EXAMPLE | RL.6.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| BENCHMARK | | Key Ideas and Details |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXAMPLE | RI.6.2. | 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. |
| GRADE LEVEL EXAMPLE | RI.6.3. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| BENCHMARK | | Craft and Structure |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
| GRADE LEVEL EXAMPLE | RI.6.5. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

| BENCHMARK | | Integration of Knowledge and Ideas |
|-----------|--|------------------------------------|
|-----------|--|------------------------------------|

GRADE LEVEL EXAMPLE RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CONTENT STANDARD WY.W.6. Writing Standards

| BENCHMARK | | Production and Distribution of Writing |
|-----------|--|--|
|-----------|--|--|

GRADE LEVEL EXAMPLE W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GRADE LEVEL EXAMPLE W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT STANDARD WY.W.6. Writing Standards

| BENCHMARK | | Range of Writing |
|-----------|--|------------------|
|-----------|--|------------------|

GRADE LEVEL EXAMPLE W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD WY.L.6. Language Standards

| BENCHMARK | | Conventions of Standard English |
|-----------|--|---------------------------------|
|-----------|--|---------------------------------|

| GRADE LEVEL EXAMPLE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|---------------------|--------|--|
|---------------------|--------|--|

EXPECTATION L.6.1(d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

EXPECTATION L.6.1(e) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD WY.L.6. Language Standards

| BENCHMARK | | Conventions of Standard English |
|-----------|--|---------------------------------|
|-----------|--|---------------------------------|

| GRADE LEVEL EXAMPLE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---------------------|--------|--|
|---------------------|--------|--|

EXPECTATION L.6.2(b) Spell correctly.

CONTENT STANDARD WY.L.6. Language Standards

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

| GRADE LEVEL EXAMPLE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |
|---------------------|--------|--|
|---------------------|--------|--|

EXPECTATION L.6.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.6.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT
STANDARD**

WY.L.6. Language Standards

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

GRADE LEVEL L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.