Main Criteria: Structure and Style for Students

Secondary Criteria: Wyoming Content and Performance Standards

Subject: Language Arts

Grade: 6

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

		Orace of 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.
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 ST ANDARD	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 ST ANDARD	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 LEVELSL.6.6.Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated orEXAMPLEappropriate.

CONTENT WY.L.6. Language Standards STANDARD

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 WY.L.6. Language Standards STANDARD

STANDARD			
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)	/erify 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	
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.	ntegrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to levelop a coherent understanding of a topic or issue.	
CONT ENT ST AND ARD	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		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	WY.SL.6.	Speaking and Listening Standards
STANDARD		

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 List	ening 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 WY.L.6. Language Standards STANDARD
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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 WY.L.6. Language Standards STANDARD

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXAMPLE	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 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.
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).
CONT ENT ST AND ARD	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 ST ANDARD	WY.RI.6.	Reading Standards for Informational Text
		Integration of Knowledge and Ideas
BENCHMARK		

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 ST ANDARD	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 ST ANDARD	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 ST ANDARD	WY.W.6.	Writing Standards
BENCHMARK		Range of Writing

GRADE LEVELW.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
	WY.L.6.	Language Standards Conventions of Standard English
STANDARD	WY.L.6.	
ST ANDARD BENCHMARK GRADE LEVEL		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE	L.6.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	L.6.1. L.6.1(d)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use
ST ANDARD BENCHMARK GRADE LEVEL EXPECTATION EXPECTATION CONTENT	L.6.1(d) L.6.1(e)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT STANDARD	L.6.1(d) L.6.1(e)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards
ST ANDARD BENCHMARK GRADE LEVEL EXPECTATION EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL	L.6.1(d) L.6.1(e) WY.L.6.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE	L.6.1(d) L.6.1(e) WY.L.6. L.6.2.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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 4 Page 37-44

Wyoming Content and Performance Standards

Language Arts

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.
CONT ENT ST AND ARD	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 WY.W.6. Writing Standards

BENCHMARK	Text Types and Purposes
GRADE LEVEL EXAMPLE	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.

CONTENT WY.W.6. Writing Standards

ST AND ARD

- BENCHMARK **Text Types and Purposes GRADE LEVEL** W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant EXAMPLE 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 Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or W.6.3(b) 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 WY.W.6. Writing Standards **STANDARD** BENCHMARK **Production and Distribution of Writing GRADE LEVEL** W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, EXAMPLE purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **GRADE LEVEL** W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, EXAMPLE revising, editing, rewriting, or trying a new approach. **GRADE LEVEL** W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with EXAMPLE 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 LEVELW.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 ST ANDARD	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
	WY.L.6.	Language Standards Conventions of Standard English
STANDARD	WY.L.6.	
STANDARD BENCHMARK GRADE LEVEL		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
STANDARD BENCHMARK GRADE LEVEL EXAMPLE	L.6.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	L.6.1 .	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use
ST ANDARD BENCHMARK GRADE LEVEL EXPECTATION EXPECTATION CONTENT	L.6.1(d) L.6.1(e)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT ST ANDARD	L.6.1(d) L.6.1(e)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT ST ANDARD BENCHMARK GRADE LEVEL	L.6.1(d) L.6.1(e) WY.L.6.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE	L.6.1(d) L.6.1(e) WY.L.6.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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 ST ANDARD	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

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.
CONT ENT ST AND ARD	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 WY.W.6. Writing Standards

BENCHMARK	Text Types and Purposes
GRADE LEVEL EXAMPLE	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	1

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

CONTENT WY.W.6. Writing Standards

ST AND ARD

- BENCHMARK **Text Types and Purposes GRADE LEVEL** W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant EXAMPLE 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 Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or W.6.3(b) 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 WY.W.6. Writing Standards **STANDARD** BENCHMARK **Production and Distribution of Writing GRADE LEVEL** W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, EXAMPLE purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **GRADE LEVEL** W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, EXAMPLE revising, editing, rewriting, or trying a new approach. **GRADE LEVEL** W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with EXAMPLE 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 LEVELW.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 ST ANDARD	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
	WY.L.6.	Language Standards Conventions of Standard English
STANDARD	WY.L.6.	
STANDARD BENCHMARK GRADE LEVEL		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
STANDARD BENCHMARK GRADE LEVEL EXAMPLE	L.6.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	L.6.1 .	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use
ST ANDARD BENCHMARK GRADE LEVEL EXPECTATION EXPECTATION CONTENT	L.6.1(d) L.6.1(e)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT ST ANDARD	L.6.1(d) L.6.1(e)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT ST ANDARD BENCHMARK GRADE LEVEL	L.6.1(d) L.6.1(e) WY.L.6.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE	L.6.1(d) L.6.1(e) WY.L.6.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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 ST ANDARD	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

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.
CONT ENT ST AND ARD	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 WY.W.6. Writing Standards

BENCHMARK	Text Types and Purposes
GRADE LEVEL EXAMPLE	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	1

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

CONTENT WY.W.6. Writing Standards

ST AND ARD

- BENCHMARK **Text Types and Purposes GRADE LEVEL** W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant EXAMPLE 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 Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or W.6.3(b) 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 WY.W.6. Writing Standards **STANDARD** BENCHMARK **Production and Distribution of Writing GRADE LEVEL** W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, EXAMPLE purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **GRADE LEVEL** W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, EXAMPLE revising, editing, rewriting, or trying a new approach. **GRADE LEVEL** W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with EXAMPLE 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 LEVELW.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 ST ANDARD	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
	WY.L.6.	Language Standards Conventions of Standard English
STANDARD	WY.L.6.	
STANDARD BENCHMARK GRADE LEVEL		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
STANDARD BENCHMARK GRADE LEVEL EXAMPLE	L.6.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	L.6.1 .	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use
ST ANDARD BENCHMARK GRADE LEVEL EXPECTATION EXPECTATION CONTENT	L.6.1(d) L.6.1(e)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT ST ANDARD	L.6.1(d) L.6.1(e)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT ST ANDARD BENCHMARK GRADE LEVEL	L.6.1(d) L.6.1(e) WY.L.6.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE	L.6.1(d) L.6.1(e) WY.L.6.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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).
CONT ENT ST AND ARD	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 ST ANDARD	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 ST ANDARD	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 ST ANDARD	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 ST ANDARD	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
	WY.W.6.	Writing Standards Range of Writing
STANDARD	WY.W.6. W.6.10.	-
ST ANDARD BENCHMARK GRADE LEVEL	W.6.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE CONTENT	W.6.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 WY.L.6. Language Standards STANDARD

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 WY.L.6. Language Standards STANDARD

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 WY.L.6. Language Standards STANDARD

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

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
EXAMPLE		vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD	WY.RI.6.	Reading Standards for Informational Text
DENCHMADK		Kay Idaaa and Dataila

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	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,	
EXAMPLE	W.0.4.	purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	

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.	
	SL.6.1(a)	with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing	
EXAMPLE	SL.6.1(a)	with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by	
EXPECTATION	SL.6.1(a)	with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
EXPECTATION EXPECTATION	SL.6.1(a) SL.6.1(b)	with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,	
EXAMPLE EXPECTATION EXPECTATION EXPECTATION CONTENT	SL.6.1(a) SL.6.1(b) SL.6.1(c)	with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
EXAMPLE EXPECTATION EXPECTATION EXPECTATION CONTENT STANDARD	SL.6.1(a) SL.6.1(b) SL.6.1(c)	with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Language Standards	
EXAMPLE EXPECTATION EXPECTATION EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL	SL.6.1(a) SL.6.1(b) SL.6.1(c) WY.L.6.	with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or	
EXAMPLE EXPECTATION EXPECTATION EXPECTATION EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE	SL.6.1(a) SL.6.1(b) SL.6.1(c) WY.L.6.	with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

BENCHMARK

Conventions of Standard English

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

EXPECTATION L.6.2(b) Spell correctly.

CONTENT WY.L.6. Language Standards STANDARD

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

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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).	
CONT ENT ST AND ARD	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.	

ST AND ARD	WY.RI.6.	Reading Standards for Informational Lext
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in
EXAMPLE		develop a coherent understanding of a topic or issue.

words to

CONTENT WY.W.6. Writing Standards STANDARD

BENCHMARK Text Types and Purposes **GRADE LEVEL** W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information EXAMPLE 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 WY.W.6. Writing Standards ST AND ARD BENCHMARK **Production and Distribution of Writing** GRADELEVEL W 6 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, EXAMPLE purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **GRADE LEVEL** W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, EXAMPLE revising, editing, rewriting, or trying a new approach. **GRADE LEVEL** W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with EXAMPLE others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. CONTENT WY.W.6. Writing Standards ST AND ARD BENCHMARK **Research to Build and Present Knowledge GRADE LEVEL** W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when EXAMPLE appropriate. **GRADE LEVEL** W.6.8.

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

CONTENT STANDARD

BENCHMARK

Vocabulary Acquisition and Use

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.
CONT ENT ST AND ARD	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 ST ANDARD	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.
CONT ENT ST AND ARD	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).
CONT ENT ST AND ARD	WY.L.6.	Language Standards

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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Wyoming Content and Performance Standards

Language Arts

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
CONT ENT ST AND ARD	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.
CONT ENT ST AND ARD	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.
CONT ENT ST AND ARD	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 ST ANDARD	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
BENCHMARK GRADE LEVEL EXAMPLE	L.6.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL	L.6.1. L.6.1(d)	Demonstrate command of the conventions of standard English grammar and usage when writing or
GRADE LEVEL EXAMPLE		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXAMPLE	L.6.1(d)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use
GRADE LEVEL EXPECTATION EXPECTATION CONTENT	L.6.1(d)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
GRADE LEVEL EXPECTATIONEXPECTATIONEXPECTATIONCONTENT STANDARD	L.6.1(d)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards
GRADE LEVEL EXPECTATIONEXPECTATIONEXPECTATIONCONTENT STANDARDBENCHMARKGRADE LEVEL	L.6.1(d) L.6.1(e) WY.L.6.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
GRADE LEVEL EXPECTATIONEXPECTATIONEXPECTATIONCONTENT STANDARDBENCHMARKGRADE LEVEL EXAMPLE	L.6.1(d) L.6.1(e) WY.L.6.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and speaking.
GRADE LEVEL EXPECTATIONEXPECTATIONEXPECTATIONCONTENT STANDARDBENCHMARKGRADE LEVEL EXAMPLEEXPECTATIONCONTENT	L.6.1(d) L.6.1(e) WY.L.6. L.6.2.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
GRADE LEVEL EXPECTATIONEXPECTATIONEXPECTATIONCONTENT STANDARDBENCHMARKGRADE LEVEL EXPECTATIONEXPECTATIONCONTENT STANDARD	L.6.1(d) L.6.1(e) WY.L.6. L.6.2.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. Language Standards

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.)
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 ST ANDARD	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 12 Page 107-114
		Wyoming Content and Performance Standards
		Language Arts
		Grade 6 - Adopted: 2012
CONTENT ST ANDARD	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.
	RL.6.10.	
EXAMPLE CONTENT		complexity band proficiently, with scaffolding as needed at the high end of the range.

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.
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 ST ANDARD	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.

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
CONTENT		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	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to
EXAMPLE	RI.0.7.	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.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL	W.6.4. W.6.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
GRADE LEVEL EXAMPLE GRADE LEVEL		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,
GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL	W.6.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with
GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE CONTENT	W.6.5. W.6.6.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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.
GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE CONTENT STANDARD	W.6.5. W.6.6.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. Writing Standards
GRADE LEVEL EXAMPLEGRADE LEVEL EXAMPLEGRADE LEVEL EXAMPLEGRADE LEVEL STANDARDBENCHMARK GRADE LEVEL	W.6.5. W.6.6. WY.W.6.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. Writing Standards Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when

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")
CONT ENT ST AND ARD	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.
CONT ENT ST AND ARD	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.
CONT ENT ST AND ARD	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.
CONT ENT ST AND ARD	WY.L.6.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

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).
CONT ENT ST AND ARD	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).
CONT ENT ST AND ARD	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.
CONT ENT ST AND ARD	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 LEVELRI.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 WY.W.6. Writing Standards STANDARD

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

BENCHMARK	Research to Build and Present Knowledge
GRADE LEVEL W.6.7. EXAMPLE	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL W.6.8. EXAMPLE	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	WY.W.6.	Writing	Standards
STANDARD			

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 LEVELW.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 ST ANDARD	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		

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 ST ANDARD	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
STANDARD		

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 WY.SL.6. Speaking and Listening Standards STANDARD

BENCHMARK	Comprehension and Collaboration
GRADE LEVEL EXAMPLE	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.
CONT ENT ST AND ARD	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.
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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 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158

Wyoming Content and Performance Standards Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD

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.

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).
CONT ENT ST AND ARD	WY.L.6.	context or in a dictionary).
	WY.L.6.	
STANDARD	WY.L.6. L.6.6.	Language Standards
ST ANDARD BENCHMARK GRADE LEVEL		Language Standards Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather

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CONTENT WY.W.6. Writing Standards STANDARD

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

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

EXPECTATION L.6.2(b) Spell correctly.

CONTENT WY.L.6. Language Standards STANDARD 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
EXAMPLE	vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

characters.

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
BENCHMARK GRADE LEVEL EXAMPLE	L.6.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL	L.6.1(d)	Demonstrate command of the conventions of standard English grammar and usage when writing or
GRADE LEVEL EXAMPLE		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXAMPLE	L.6.1(d)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use
GRADE LEVEL EXPECTATION EXPECTATION CONTENT	L.6.1(d)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
GRADE LEVEL EXAMPLEEXPECTATIONEXPECTATIONCONTENT STANDARD	L.6.1(d)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards
GRADE LEVEL EXAMPLEEXPECTATIONEXPECTATIONCONTENT STANDARDBENCHMARKGRADE LEVEL	L.6.1(d) L.6.1(e) WY.L.6.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
GRADE LEVEL EXPECTATIONEXPECTATIONEXPECTATIONCONTENT STANDARDBENCHMARKGRADE LEVEL EXAMPLE	L.6.1(d) L.6.1(e) WY.L.6.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and speaking when writing.
GRADE LEVEL EXPECTATIONEXPECTATIONEXPECTATIONCONTENT STANDARDBENCHMARKGRADE LEVEL EXPECTATIONEXPECTATIONCONTENT	L.6.1(d) L.6.1(e) WY.L.6. L.6.2.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.

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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.
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 ST ANDARD	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 ST ANDARD	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 ST ANDARD	WY.W.6.	Writing Standards
BENCHMARK		Range of Writing

GRADE LEVELW.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 WY.L.6. Language Standards STANDARD

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 WY.L.6. Language Standards STANDARD

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 WY.L.6. Language Standards STANDARD

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 8: FORMAL ESSAY MODELS Week 21 Page 193-202
		Wyoming Content and Performance Standards

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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 ST ANDARD	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 ST AND ARD	WY.W.6.	Writing Standards
ST ANDARD		
BENCHMARK		Text Types and Purposes
	W.6.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	W.6.2. W.6.2(a)	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
BENCHMARK GRADE LEVEL EXAMPLE		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and
BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	W.6.2(a)	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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.
BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	W.6.2(a) W.6.2(b)	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION	W.6.2(a) W.6.2(b) W.6.2(d)	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formating (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION EXPECTATION	W.6.2(a) W.6.2(b) W.6.2(d) W.6.2(e)	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.
BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION EXPECTATION EXPECTATION EXPECTATION	W.6.2(a) W.6.2(b) W.6.2(d) W.6.2(e) W.6.2(f)	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.

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.

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 9: FORMAL CRITIQUE Week 22 Page 203-219
		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.
CONT ENT ST AND ARD	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 ST ANDARD	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.
CONT ENT ST AND ARD	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 ST ANDARD	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 ST ANDARD	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.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL	W.6.4. W.6.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
GRADE LEVEL EXAMPLE GRADE LEVEL		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,
GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL	W.6.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with
GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE CONTENT	W.6.5. W.6.6.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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.
GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE CONTENT STANDARD	W.6.5. W.6.6.	 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. Writing Standards
GRADE LEVEL EXAMPLEGRADE LEVEL EXAMPLEGRADE LEVEL EXAMPLEGRADE LEVEL BENCHMARKGRADE LEVEL	W.6.5. W.6.6. WY.W.6. W.6.8.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. Writing Standards Research to Build and Present Knowledge 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
GRADE LEVEL EXAMPLEGRADE LEVEL EXAMPLEGRADE LEVEL EXAMPLEGRADE LEVEL EXAMPLEBENCHMARKGRADE LEVEL EXAMPLECONTENTCONTENT	W.6.5. W.6.6. WY.W.6. W.6.8.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. Writing Standards 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.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 WY.L.6. Language Standards STANDARD

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 WY.L.6. Language Standards STANDARD

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 ST ANDARD	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 ST ANDARD	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 ST ANDARD	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
CONT ENT ST ANDARD	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 ST ANDARD	WY.RL.6.	Reading Standards for Literature

BENCHMARK **Craft and Structure** GRADE LEVEL Determine the meaning of words and phrases as they are used in a text, including figurative and connotative RL.6.4. EXAMPLE meanings; analyze the impact of a specific word choice on meaning and tone. RL.6.5. GRADE LEVEL Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to EXAMPLE the development of the theme, setting, or plot. GRADE LEVEL RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text. EXAMPLE CONTENT WY.RL.6. Reading Standards for Literature **STANDARD** 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
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(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	1.0.1	
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 ST ANDARD	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 ST ANDARD	WY.L.6.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
BENCHMARK GRADE LEVEL EXAMPLE	L.6.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL	L.6.4. L.6.4(a)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
GRADE LEVEL EXAMPLE		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
GRADE LEVEL EXAMPLE	L.6.4(a)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION	L.6.4(a) L.6.4(d)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 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).
GRADE LEVEL EXPECTATIONEXPECTATIONEXPECTATIONCONTENT STANDARD	L.6.4(a) L.6.4(d)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 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). Language Standards
GRADE LEVEL EXPECTATIONEXPECTATIONEXPECTATIONCONTENT STANDARDBENCHMARKGRADE LEVEL	L.6.4(a) L.6.4(d) WY.L.6.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 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). Language Standards Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word
GRADE LEVEL EXPECTATIONEXPECTATIONEXPECTATIONCONTENT STANDARDBENCHMARKGRADE LEVEL EXAMPLE	L.6.4(a) L.6.4(d) WY.L.6. L.6.5(a)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 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). Language Standards Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION EXPECTATION CONTENT BENCHMARK GRADE LEVEL EXPECTATION	L.6.4(a) L.6.4(d) WY.L.6. L.6.5(a)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 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). Language Standards Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context.

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 ST ANDARD	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 ST ANDARD	WY.RI.6.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
BENCHMARK GRADE LEVEL EXAMPLE	RI.6.1.	Key Ideas and Details Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL	RI.6.1. RI.6.2.	
GRADE LEVEL EXAMPLE GRADE LEVEL		Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text
GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL	RI.6.2. RI.6.3.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through
GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE CONTENT	RI.6.2. RI.6.3.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK GRADE LEVEL	RI.6.2. RI.6.3. WY.RI.6.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Reading Standards for Informational Text Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and

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.
EXPECTATION CONTENT ST ANDARD	L.6.1(e) WY.L.6.	
CONTENT		strategies to improve expression in conventional language.
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CONTENT STANDARD BENCHMARK GRADE LEVEL	WY.L.6.	strategies to improve expression in conventional language. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE	WY.L.6.	strategies to improve expression in conventional language. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION CONTENT	WY.L.6. L.6.2(b)	strategies to improve expression in conventional language. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
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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.