

# Main Criteria: U.S. History-Based Writing Lessons

## Secondary Criteria: Montana Content Standards

### Subject: Language Arts

Grades: 6, 7, 8

#### U.S. History-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-16

### Montana Content Standards

#### Language Arts

Grade 6 - Adopted: 2011

**CONTENT STANDARD / DOMAIN** MT.CC.RI Reading Standards for Informational Text .6.

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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 / DOMAIN** MT.CC.RI Reading Standards for Informational Text .6.

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	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 / DOMAIN** MT.CC.RI Reading Standards for Informational Text .6.

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

**CONTENT STANDARD / DOMAIN** MT.CC.W Writing Standards .6.

<b>BENCHMARK / STANDARD</b>			<b>Production and Distribution of Writing</b>			
GRADE LEVEL EXPECTATION / BENCHMARK	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.)				
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>				
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>				
GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	<b>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.</b>				
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.				
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.				
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>				
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>				
GRADE LEVEL EXPECTATION / BENCHMARK	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.				
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L 6.</b>	<b>Language Standards</b>				
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>				
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.4.	<b>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.</b>				
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).				
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L 6.</b>	<b>Language Standards</b>				

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

## Montana Content Standards

### Language Arts

**Grade 7 - Adopted: 2011**

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .7.</b>	<b>Reading Standards for Informational Text</b>
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BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .7.</b>	<b>Reading Standards for Informational Text</b>
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BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
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BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; 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.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION / BENCHMARK	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4.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.7.4.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).

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION / BENCHMARK	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Montana Content Standards

### Language Arts

Grade 8 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION / BENCHMARK	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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CONTENT STANDARD / DOMAIN	MT.CC.RI .8.	<b>Reading Standards for Informational Text</b>
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BENCHMARK / STANDARD		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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CONTENT STANDARD / DOMAIN	MT.CC.W .8.	<b>Writing Standards</b>
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BENCHMARK / STANDARD		<b>Text Types and Purposes</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / DOMAIN	MT.CC.W .8.	<b>Writing Standards</b>
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BENCHMARK / STANDARD		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
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CONTENT STANDARD / DOMAIN	MT.CC.S L.8.	<b>Speaking and Listening Standards</b>
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BENCHMARK / STANDARD		<b>Comprehension and Collaboration</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.8.4.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.8.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.6.	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.
<b>Lesson 02: Unit 2 Writing from Notes, p. 17-26</b>		
<b>Montana Content Standards</b>		
<b>Language Arts</b>		
<b>Grade 6 - Adopted: 2011</b>		
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI. 6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	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.</b>
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.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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”).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.6.1.</b>	<b>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.</b>
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.4.</b>	<b>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.</b>
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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.6.</b>	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.

## **Montana Content Standards**

### **Language Arts**

**Grade 7 - Adopted: 2011**

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .7.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD / DOMAIN	MT.CC.RI .7.	<b>Reading Standards for Informational Text</b>
BENCHMARK / STANDARD		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD / DOMAIN	MT.CC.W .7.	<b>Writing Standards</b>
BENCHMARK / STANDARD		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
EXPECTATION	W.7.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.
CONTENT STANDARD / DOMAIN	MT.CC.W .7.	<b>Writing Standards</b>
BENCHMARK / STANDARD		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; 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.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)

GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.7.9.b.	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
	<b>L.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; 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.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4.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.7.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION / BENCHMARK	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Montana Content Standards

### Language Arts

Grade 8 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.RI .8.	Reading Standards for Informational Text
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BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD / DOMAIN	MT.CC.RI .8.	Reading Standards for Informational Text
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BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CONTENT STANDARD / DOMAIN	MT.CC.W .8.	Writing Standards
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BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.

EXPECTATION	W.8.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.
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CONTENT STANDARD / DOMAIN	MT.CC.W .8.	Writing Standards
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BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.2.	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.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT STANDARD / DOMAIN** **MT.CC.W .8. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.4.	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 EXPECTATION / BENCHMARK	W.8.5.	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

**CONTENT STANDARD / DOMAIN** **MT.CC.W .8. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MT.CC.W .8.	<b>Writing Standards</b>

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	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 / DOMAIN	MT.CC.S L.8.	<b>Speaking and Listening Standards</b>

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CCS L.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CCL 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CCL 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4.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.8.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CCL 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.6.	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.

**Montana Content Standards****Language Arts****Grade 6 - Adopted: 2011**

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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 / DOMAIN**      **MT.CC.W .6. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	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").
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6. Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD / DOMAIN	MT.CC.S L.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	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 / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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 / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

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

### Language Arts

Grade 7 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.RI .7.	Reading Standards for Informational Text
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BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD / DOMAIN	MT.CC.RI .7.	Reading Standards for Informational Text
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BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD / DOMAIN	MT.CC.W .7.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.

EXPECTATION	W.7.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.
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CONTENT STANDARD / DOMAIN	MT.CC.W .7.	Writing Standards
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BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.2.	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.7.2.a.	Introduce a topic clearly, previewing what is to follow; 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.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .7. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .7. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MT.CC.W .7. Writing Standards	

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.7.9.b.	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
	<b>L.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
	<b>L.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L</b>	<b>Language Standards</b>
	<b>7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L</b>	<b>Language Standards</b>
	<b>7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
<b>EXPECTATION</b>	L.7.4.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.
<b>EXPECTATION</b>	L.7.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.6.	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.

## Montana Content Standards

### Language Arts

**Grade 8 - Adopted: 2011**

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION / BENCHMARK	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION / BENCHMARK	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>

GRADE LEVEL EXPECTATION / BENCHMARK	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.
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EXPECTATION	W.8.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.4.</b>	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.)
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.5.</b>	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.8.</b>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>

Range of Writing		
BENCHMARK / STANDARD		
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	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 / DOMAIN	MT.CCS.L.8.	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; 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.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / DOMAIN	MT.CCS.L.8.	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / DOMAIN	MT.CCL.8.	<b>Language Standards</b>
BENCHMARK / STANDARD		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / DOMAIN	MT.CCL.8.	<b>Language Standards</b>
BENCHMARK / STANDARD		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION / BENCHMARK	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4.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.8.4.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 / DOMAIN	MT.CC.L.8.	<b>Language Standards</b>
BENCHMARK / STANDARD		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.6.	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.

**Lesson 04: Unit 2 Writing from Notes, p. 33-40**

<b>Montana Content Standards</b>		
<b>Language Arts</b>		
<b>Grade 6 - Adopted: 2011</b>		
CONTENT STANDARD / DOMAIN	MT.CC.RI.6.	<b>Reading Standards for Informational Text</b>
BENCHMARK / STANDARD		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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 / DOMAIN	MT.CC.RI.6.	<b>Reading Standards for Informational Text</b>
BENCHMARK / STANDARD		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI</b>	<b>Reading Standards for Informational Text</b>
	<b>.6.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RI.6.7.</b>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.6.</b>	

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

<b>EXPECTATION</b>	<b>W.6.2.a.</b>	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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<b>EXPECTATION</b>	<b>W.6.2.b.</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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<b>EXPECTATION</b>	<b>W.6.2.c.</b>	Use appropriate transitions to clarify the relationships among ideas and concepts.
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<b>EXPECTATION</b>	<b>W.6.2.d.</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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<b>EXPECTATION</b>	<b>W.6.2.f.</b>	Provide a concluding statement or section that follows from the information or explanation presented.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.6.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.4.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.5.</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.6.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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CONTENT STANDARD / DOMAIN	MT.CC.W .6.	<b>Writing Standards</b>
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BENCHMARK / STANDARD		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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”).
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CONTENT STANDARD / DOMAIN	MT.CC.W .6.	<b>Writing Standards</b>
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BENCHMARK / STANDARD		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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 / DOMAIN	MT.CC.S L.6.	<b>Speaking and Listening Standards</b>
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BENCHMARK / STANDARD		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
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EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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CONTENT STANDARD / DOMAIN	MT.CC.L 6.	<b>Language Standards</b>
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BENCHMARK / STANDARD		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.4.</b>	<b>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.</b>
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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.6.</b>	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.
<b>Montana Content Standards</b>		
<b>Language Arts</b>		
<b>Grade 7 - Adopted: 2011</b>		
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .7.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RI.7.1.</b>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
EXPECTATION	W.7.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; 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.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.7.9.b.	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; 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.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CCS.L.7.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CCL.7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CCL.7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4.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.7.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CCL.7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.6.	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.

## Montana Content Standards

### Language Arts

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
EXPECTATION	W.8.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8. Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.4.	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 1-3above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.5.	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8. Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8. Writing Standards</b>	

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	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.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8. Speaking and Listening Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; 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.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CCS</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CCL.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CCL.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.8.4.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.8.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CCL.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.6.	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.

Lesson 05: Unit 3 Retelling Narrative Stories, p. 41-50

## Montana Content Standards

### Language Arts

Grade 6 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CCR</b>	<b>Reading Standards for Literature</b>
<b>L.6.</b>		

<b>BENCHMARK / STANDARD</b>			<b>Key Ideas and Details</b>			
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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.				
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>				
<b>BENCHMARK / STANDARD</b>			<b>Craft and Structure</b>			
GRADE LEVEL EXPECTATION / BENCHMARK	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.				
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>				
<b>BENCHMARK / STANDARD</b>			<b>Range of Reading and Level of Text Complexity</b>			
GRADE LEVEL EXPECTATION / BENCHMARK	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.				
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>				
<b>BENCHMARK / STANDARD</b>			<b>Text Types and Purposes</b>			
GRADE LEVEL EXPECTATION / BENCHMARK	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.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.				
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.				

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6. Writing Standards</b>	
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6. Writing Standards</b>	
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6. Speaking and Listening Standards</b>	
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	<b>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.</b>
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6. Language Standards</b>	
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
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CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	<b>Language Standards</b>
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BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	<b>Language Standards</b>
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

## Montana Content Standards

### Language Arts

Grade 7 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R. L.7.	<b>Reading Standards for Literature</b>
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BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CONTENT STANDARD / DOMAIN	MT.CC.R L.7.	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.10.	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 / DOMAIN	MT.CC.W .7.	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
EXPECTATION	W.7.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.
CONTENT STANDARD / DOMAIN	MT.CC.W .7.	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
EXPECTATION	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / DOMAIN	MT.CC.W .7.	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	.7.	
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	.7.	
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
	L.7.	
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; 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.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
	L.7.	
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L</b>	<b>Language Standards</b>
	7.	
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>

<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Montana Content Standards

### Language Arts

Grade 8 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
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<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
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<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R</b>	<b>Reading Standards for Literature</b>
	<b>L.8.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.8.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.8.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>

<b>EXPECTATION</b>	W.8.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.8.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

<b>EXPECTATION</b>	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.8.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.8.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

<b>EXPECTATION</b>	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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<b>EXPECTATION</b>	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.8.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.4.	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 1-3above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.5.	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; 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.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>

GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.8.4.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.8.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.6.</b>	<b>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.</b>
<b>Lesson 06: Unit 3 Retelling Narrative Stories, p. 51-60</b>		
<b>Montana Content Standards</b>		
<b>Language Arts</b>		
<b>Grade 6 - Adopted: 2011</b>		
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R. L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RL.6.1.</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.6.1.</b>	<b>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.</b>
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	<b>L.6.2.a.</b>	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.4.</b>	<b>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.</b>
<b>EXPECTATION</b>	<b>L.6.4.a.</b>	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.
<b>EXPECTATION</b>	<b>L.6.4.d.</b>	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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.6.</b>	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.

## Montana Content Standards

### Language Arts

Grade 7 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RL.7.1.</b>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RL.7.3.</b>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
EXPECTATION	W.7.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
EXPECTATION	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>

Research to Build and Present Knowledge		
BENCHMARK / STANDARD		
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MT.CC.W .7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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 / DOMAIN	MT.CC.S L.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; 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.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / DOMAIN	MT.CC.S L.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / DOMAIN	MT.CC.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.7.4.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.7.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.7.6.</b>	<b>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.</b>
<b>Montana Content Standards</b>		
<b>Language Arts</b>		
<b>Grade 8 - Adopted: 2011</b>		
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RL.8.1.</b>	<b>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RL.8.4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</b>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.8.</b>	<b>Reading Standards for Literature</b>

Range of Reading and Level of Text Complexity		
BENCHMARK / STANDARD		
GRADE LEVEL EXPECTATION / BENCHMARK	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN	MT.CC.W .8.	<b>Writing Standards</b>
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
EXPECTATION	W.8.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.
CONTENT STANDARD / DOMAIN	MT.CC.W .8.	<b>Writing Standards</b>
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / DOMAIN	MT.CC.W .8.	<b>Writing Standards</b>
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
EXPECTATION	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / DOMAIN	MT.CC.W .8.	<b>Writing Standards</b>
BENCHMARK / STANDARD		Production and Distribution of Writing

GRADE LEVEL EXPECTATION / BENCHMARK	W.8.4.	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 1-3above.)
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.5.	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
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CONTENT STANDARD / DOMAIN	MT.CC.W .8.	<b>Writing Standards</b>
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BENCHMARK / STANDARD		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / DOMAIN	MT.CC.W .8.	<b>Writing Standards</b>
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BENCHMARK / STANDARD		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	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 / DOMAIN	MT.CC.S L.8.	<b>Speaking and Listening Standards</b>
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BENCHMARK / STANDARD		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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CONTENT STANDARD / DOMAIN	MT.CC.S L.8.	<b>Speaking and Listening Standards</b>
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BENCHMARK / STANDARD		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.8.4.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.8.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.6.</b>	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.
<b>Lesson 07: Unit 3 Retelling Narrative Stories, p. 61-70</b>		
<b>Montana Content Standards</b>		
<b>Language Arts</b>		
<b>Grade 6 - Adopted: 2011</b>		
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>

<b>Production and Distribution of Writing</b>		
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>Range of Writing</b>		
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>Comprehension and Collaboration</b>		
GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>Conventions of Standard English</b>		
GRADE LEVEL EXPECTATION / BENCHMARK	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.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	<b>L.6.2.a.</b>	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.4.</b>	<b>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.</b>
<b>EXPECTATION</b>	<b>L.6.4.a.</b>	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.
<b>EXPECTATION</b>	<b>L.6.4.d.</b>	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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.6.</b>	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.

## Montana Content Standards

### Language Arts

Grade 7 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RL.7.1.</b>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RL.7.3.</b>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.7.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
EXPECTATION	W.7.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
EXPECTATION	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>

GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD / DOMAIN	MT.CC.W .7.	<b>Writing Standards</b>
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BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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 / DOMAIN	MT.CC.S L.7.	<b>Speaking and Listening Standards</b>
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BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; 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.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / DOMAIN	MT.CC.S L.7.	<b>Speaking and Listening Standards</b>
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BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / DOMAIN	MT.CC.L. 7.	<b>Language Standards</b>
BENCHMARK / STANDARD		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
	7.	
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>EXPECTATION</b>	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
	7.	
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
<b>EXPECTATION</b>	L.7.4.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.
<b>EXPECTATION</b>	L.7.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
	7.	
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.6.	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.
<b>Montana Content Standards</b>		
<b>Language Arts</b>		
<b>Grade 8 - Adopted: 2011</b>		
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R</b>	<b>Reading Standards for Literature</b>
	L.8.	
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R</b>	<b>Reading Standards for Literature</b>
	L.8.	
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION / BENCHMARK	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / DOMAIN	MT.CC.R L.8.	<b>Reading Standards for Literature</b>
BENCHMARK / STANDARD		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN	MT.CC.W .8.	<b>Writing Standards</b>
BENCHMARK / STANDARD		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
EXPECTATION	W.8.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.
CONTENT STANDARD / DOMAIN	MT.CC.W .8.	<b>Writing Standards</b>
BENCHMARK / STANDARD		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / DOMAIN	MT.CC.W .8.	<b>Writing Standards</b>
BENCHMARK / STANDARD		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
EXPECTATION	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / DOMAIN	MT.CC.W .8.	<b>Writing Standards</b>
BENCHMARK / STANDARD		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION / BENCHMARK	W.8.4.	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 1-3above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.5.	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; 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.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>

GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.8.4.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.8.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.6.</b>	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.
<b>Lesson 08: Unit 3 Retelling Narrative Stories, p. 71-80</b>		
<b>Montana Content Standards</b>		
<b>Language Arts</b>		
<b>Grade 6 - Adopted: 2011</b>		
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>

<b>Production and Distribution of Writing</b>		
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>Range of Writing</b>		
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>Comprehension and Collaboration</b>		
GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>Conventions of Standard English</b>		
GRADE LEVEL EXPECTATION / BENCHMARK	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.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	<b>L.6.2.a.</b>	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.4.</b>	<b>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.</b>
<b>EXPECTATION</b>	<b>L.6.4.a.</b>	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.
<b>EXPECTATION</b>	<b>L.6.4.d.</b>	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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.6.</b>	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.

## Montana Content Standards

### Language Arts

Grade 7 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RL.7.1.</b>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RL.7.3.</b>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CONTENT STANDARD / DOMAIN	MT.CC.R L.7.	Reading Standards for Literature
BENCHMARK / STANDARD	Range of Reading and Level of Text Complexity	
GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.10.	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 / DOMAIN	Writing Standards	
BENCHMARK / STANDARD	Text Types and Purposes	
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	W.7.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.
CONTENT STANDARD / DOMAIN	Writing Standards	
BENCHMARK / STANDARD	Text Types and Purposes	
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / DOMAIN	Writing Standards	
BENCHMARK / STANDARD	Production and Distribution of Writing	
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
CONTENT STANDARD / DOMAIN	Writing Standards	
BENCHMARK / STANDARD	Research to Build and Present Knowledge	

GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD / DOMAIN	MT.CC.W .7.	<b>Writing Standards</b>
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BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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 / DOMAIN	MT.CC.S L.7.	<b>Speaking and Listening Standards</b>
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BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; 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.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / DOMAIN	MT.CC.S L.7.	<b>Speaking and Listening Standards</b>
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BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD / DOMAIN	MT.CC.L. 7.	<b>Language Standards</b>
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BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
	7.	
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>EXPECTATION</b>	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
	7.	
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
<b>EXPECTATION</b>	L.7.4.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.
<b>EXPECTATION</b>	L.7.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
	7.	
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.6.	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.
<b>Montana Content Standards</b>		
<b>Language Arts</b>		
<b>Grade 8 - Adopted: 2011</b>		
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R</b>	<b>Reading Standards for Literature</b>
	L.8.	
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R</b>	<b>Reading Standards for Literature</b>
	L.8.	
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION / BENCHMARK	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / DOMAIN	MT.CC.R L.8.	<b>Reading Standards for Literature</b>
BENCHMARK / STANDARD		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN	MT.CC.W .8.	<b>Writing Standards</b>
BENCHMARK / STANDARD		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
EXPECTATION	W.8.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.
CONTENT STANDARD / DOMAIN	MT.CC.W .8.	<b>Writing Standards</b>
BENCHMARK / STANDARD		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / DOMAIN	MT.CC.W .8.	<b>Writing Standards</b>
BENCHMARK / STANDARD		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
EXPECTATION	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / DOMAIN	MT.CC.W .8.	<b>Writing Standards</b>
BENCHMARK / STANDARD		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION / BENCHMARK	W.8.4.	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 1-3above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.5.	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; 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.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>

GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.8.4.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.8.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.6.</b>	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.
<b>Lesson 09: Unit 4 Summarizing a Reference, p. 81-88</b>		
<b>Montana Content Standards</b>		
<b>Language Arts</b>		
<b>Grade 6 - Adopted: 2011</b>		
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.6.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.6.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.6.8.	Gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.6.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.6.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

<b>EXPECTATION</b>	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.6.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
	<b>L.6.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	SL.6.1.	<b>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.</b>
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EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT STANDARD / DOMAIN**    **MT.CC.L. 6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**CONTENT STANDARD / DOMAIN**    **MT.CC.L. 6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**CONTENT STANDARD / DOMAIN**    **MT.CC.L. 6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.4.	<b>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.</b>

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

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

## Montana Content Standards

### Language Arts

Grade 7 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.RI .7.	Reading Standards for Informational Text
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BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD / DOMAIN	MT.CC.RI .7.	Reading Standards for Informational Text
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BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD / DOMAIN	MT.CC.W .7.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.

EXPECTATION	W.7.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.
CONTENT STANDARD / DOMAIN	MT.CC.W .7.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.2.	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.7.2.a.	Introduce a topic clearly, previewing what is to follow; 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.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .7. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .7. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MT.CC.W .7. Writing Standards	

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.7.9.b.	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
	<b>L.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
	<b>L.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L</b>	<b>Language Standards</b>
	<b>7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L</b>	<b>Language Standards</b>
	<b>7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.6.	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.

## Montana Content Standards

### Language Arts

**Grade 8 - Adopted: 2011**

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
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<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
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<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	W.8.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.2.	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.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.4.	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 EXPECTATION / BENCHMARK	W.8.5.	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.8.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.8.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
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EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Lesson 10: Unit 4 Summarizing a Reference, p. 89-100**

**Montana Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2011**

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
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<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
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BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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 / DOMAIN	MT.CC.RI .6.	Reading Standards for Informational Text
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BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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 / DOMAIN	MT.CC.RI .6.	Reading Standards for Informational Text
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BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	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 / DOMAIN	MT.CC.RI .6.	Reading Standards for Informational Text
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BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CONTENT STANDARD / DOMAIN	MT.CC.W .6.	Writing Standards
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BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	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.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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 / DOMAIN** **MT.CC.W .6. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**CONTENT STANDARD / DOMAIN** **MT.CC.W .6. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**CONTENT STANDARD / DOMAIN** **MT.CC.W .6. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	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").
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**CONTENT STANDARD / DOMAIN** **MT.CC.W .6. Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD / DOMAIN	MT.CC.S L.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	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 / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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 / DOMAIN**      **MT.CC.L. 6. Language Standards**

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

## Montana Content Standards

### Language Arts

Grade 7 - Adopted: 2011

**CONTENT STANDARD / DOMAIN**      **MT.CC.R. L.7. Reading Standards for Literature**

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CONTENT STANDARD / DOMAIN**      **MT.CC.R. L.7. Reading Standards for Literature**

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.5.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**CONTENT STANDARD / DOMAIN**      **MT.CC.R. L.7. Reading Standards for Literature**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.10.	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 / DOMAIN**      **MT.CC.RI. 7. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details

GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD / DOMAIN	MT.CC.RI .7.	<b>Reading Standards for Informational Text</b>
BENCHMARK / STANDARD		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD / DOMAIN	MT.CC.W .7.	<b>Writing Standards</b>
BENCHMARK / STANDARD		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
EXPECTATION	W.7.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.
CONTENT STANDARD / DOMAIN	MT.CC.W .7.	<b>Writing Standards</b>
BENCHMARK / STANDARD		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; 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.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)

GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.7.9.b.	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
	<b>L.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; 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.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / DOMAIN	MT.CC.S L.7.	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / DOMAIN	MT.CC.L. 7.	<b>Language Standards</b>
BENCHMARK / STANDARD		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD / DOMAIN	MT.CC.L. 7.	<b>Language Standards</b>
BENCHMARK / STANDARD		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.7.2.a.	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
CONTENT STANDARD / DOMAIN	MT.CC.L. 7.	<b>Language Standards</b>
BENCHMARK / STANDARD		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.7.4.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.7.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.7.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
EXPECTATION	L.7.5.b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.7.6.</b>	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.
<b>Montana Content Standards</b>		
<b>Language Arts</b>		
<b>Grade 8 - Adopted: 2011</b>		
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RL.8.1.</b>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	W.8.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>

<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.4.	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 EXPECTATION / BENCHMARK	W.8.5.	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; 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.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.8.**      **Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>

**BENCHMARK / STANDARD**

<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION      L.8.1.b.      Form and use verbs in the active and passive voice.

EXPECTATION      L.8.1.d.      Recognize and correct inappropriate shifts in verb voice and mood.

**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 8.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.8.4.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.8.4.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 / DOMAIN	MT.CC.L. 8. Language Standards	
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXPECTATION L.8.5.b. Use the relationship between particular words to better understand each of the words.

CONTENT STANDARD / DOMAIN	MT.CC.L. 8. Language Standards	
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.6.	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.

### Lesson 11: Unit 4 Summarizing a Reference, p. 101-108

## Montana Content Standards

### Language Arts

Grade 6 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.RI .6. Reading Standards for Informational Text	
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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 / DOMAIN	MT.CC.RI .6. Reading Standards for Informational Text	
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT .CC.RI</b>	<b>Reading Standards for Informational Text</b>
		<b>.6.</b>
<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT .CC.W</b>	<b>Writing Standards</b>
		<b>.6.</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.</b>
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.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT .CC.W</b>	<b>Writing Standards</b>
		<b>.6.</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT .CC.W</b>	<b>Writing Standards</b>
		<b>.6.</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>

GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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").
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>

<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	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.
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EXPECTATION	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Montana Content Standards

### Language Arts

Grade 7 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI. 7.</b>	<b>Reading Standards for Informational Text</b>
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<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .7.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
EXPECTATION	W.7.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; 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.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)

GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.7.9.b.	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
	<b>L.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; 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.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / DOMAIN	MT.CC.S L.7.	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / DOMAIN	MT.CC.L. 7.	<b>Language Standards</b>
BENCHMARK / STANDARD		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD / DOMAIN	MT.CC.L. 7.	<b>Language Standards</b>
BENCHMARK / STANDARD		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.7.2.a.	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
CONTENT STANDARD / DOMAIN	MT.CC.L. 7.	<b>Language Standards</b>
BENCHMARK / STANDARD		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.7.4.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.7.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.7.6.</b>	<b>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.</b>
<b>Montana Content Standards</b>		
<b>Language Arts</b>		
<b>Grade 8 - Adopted: 2011</b>		
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RI.8.1.</b>	<b>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RI.8.4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</b>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>

EXPECTATION	W.8.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>

<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>

<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.4.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.5.</b>	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>

GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; 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.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.

EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.8.4.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.8.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.6.</b>	<b>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.</b>

**Lesson 12: Unit 4 Summarizing a Reference, p. 109-120**

**Montana Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2011**

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

<b>Craft and Structure</b>		
<b>BENCHMARK / STANDARD</b>		
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.</b>
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.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>

Research to Build and Present Knowledge		
BENCHMARK / STANDARD		
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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 / DOMAIN	MT.CC.W .6.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	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 / DOMAIN	MT.CC.W .6.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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 / DOMAIN	MT.CC.S L.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / DOMAIN	MT.CC.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.4.	<b>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.</b>
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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	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.

## Language Arts

Grade 7 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .7.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .7.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
EXPECTATION	W.7.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; 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.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT STANDARD / DOMAIN**    **MT.CC.W .7. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**CONTENT STANDARD / DOMAIN**    **MT.CC.W .7. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MT.CC.W .7. Writing Standards	

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION    **MT.CC.W .7. Writing Standards**

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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 / DOMAIN	MT.CC.S L.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; 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.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / DOMAIN	MT.CC.S L.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / DOMAIN	MT.CC.L. 7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD / DOMAIN	MT.CC.L. 7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2.a.	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7. Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7. Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7. Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.7.6.</b>	<b>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.</b>

## Montana Content Standards

### Language Arts

Grade 8 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .8. Reading Standards for Informational Text</b>
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<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RI.8.1.</b>	<b>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b>

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .8. Reading Standards for Informational Text</b>
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<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
EXPECTATION	W.8.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.4.</b>	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.)
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.5.</b>	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.8.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.8.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
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EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Lesson 13: Unit 5 Writing from Pictures, p. 121-130**

**Montana Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2011**

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.6.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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EXPECTATION	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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EXPECTATION	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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EXPECTATION	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
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BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
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BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.6.</b>	<b>Language Standards</b>
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BENCHMARK / STANDARD		Conventions of Standard English
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION L.6.2.a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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EXPECTATION L.6.3.a. Vary sentence patterns for meaning, reader/listener interest, and style.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / BENCHMARK L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Montana Content Standards

### Language Arts

Grade 7 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W. 7.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.7.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
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EXPECTATION W.7.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
<b>EXPECTATION</b>	<b>W.7.3.c.</b>	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
<b>EXPECTATION</b>	<b>W.7.3.e.</b>	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.4.</b>	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.)
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.5.</b>	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.8.</b>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.10.</b>	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; 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.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.6.	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.

# Montana Content Standards

## Language Arts

Grade 8 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.W .8.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	W.8.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.
CONTENT STANDARD / DOMAIN	MT.CC.W .8.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.2.	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.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / DOMAIN	MT.CC.W .8.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / DOMAIN	MT.CC.W .8.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.4.	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 EXPECTATION / BENCHMARK	W.8.5.	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; 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.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>

<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Montana Content Standards

### Language Arts

Grade 6 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.6.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

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.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
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CONTENT STANDARD / DOMAIN	MT.CC.W .6.	<b>Writing Standards</b>
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BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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 / DOMAIN	MT.CC.S L.6.	<b>Speaking and Listening Standards</b>
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BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	<b>Language Standards</b>
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BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	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 / DOMAIN	MT.CC.L. 6.	<b>Language Standards</b>
BENCHMARK / STANDARD		Conventions of Standard English

<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION L.6.2.a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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EXPECTATION L.6.3.a. Vary sentence patterns for meaning, reader/listener interest, and style.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / BENCHMARK L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Montana Content Standards

### Language Arts

Grade 7 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.7.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
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EXPECTATION W.7.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.7.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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EXPECTATION W.7.3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

EXPECTATION W.7.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>7.</b>	
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>7.</b>	
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>7.</b>	
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.7.</b>	
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; 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.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
	L.7.	

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
	7.	

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

<b>EXPECTATION</b>	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
	7.	

<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

<b>EXPECTATION</b>	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
	7.	

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## **Montana Content Standards**

### **Language Arts**

**Grade 8 - Adopted: 2011**

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	.8.	

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.8.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>

EXPECTATION	W.8.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
EXPECTATION	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.4.</b>	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.)
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.5.</b>	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.8.</b>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; 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.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. Language Standards</b>
	<b>8.</b>

<b>BENCHMARK / STANDARD</b>	<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.6.</b>	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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**Lesson 15: Unit 5 Writing from Pictures, p. 141-148**

**Montana Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2011**

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W Writing Standards</b>
	<b>.6.</b>

<b>BENCHMARK / STANDARD</b>	<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.3.</b>

<b>EXPECTATION</b>	<b>W.6.3.a.</b>	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.
<b>EXPECTATION</b>	<b>W.6.3.c.</b>	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
<b>EXPECTATION</b>	<b>W.6.3.d.</b>	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>EXPECTATION</b>	<b>W.6.3.e.</b>	Provide a conclusion that follows from the narrated experiences or events.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W Writing Standards</b>
	<b>.6.</b>

<b>BENCHMARK / STANDARD</b>	<b>Production and Distribution of Writing</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.4.</b>	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.)
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.5.</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W Writing Standards</b>
	<b>.6.</b>

Range of Writing		
BENCHMARK / STANDARD		
GRADE LEVEL EXPECTATION / BENCHMARK	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 / DOMAIN	MT.CC.S L.6.	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	<b>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.</b>
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	<b>Language Standards</b>
BENCHMARK / STANDARD		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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 / DOMAIN	MT.CC.L. 6.	<b>Language Standards</b>
BENCHMARK / STANDARD		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	<b>Language Standards</b>

<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.6.3.a. Vary sentence patterns for meaning, reader/listener interest, and style.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / BENCHMARK L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Montana Content Standards

### Language Arts

Grade 7 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.
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EXPECTATION W.7.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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EXPECTATION W.7.3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

EXPECTATION W.7.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; 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.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>

GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.7.6.</b>	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.
<b>Montana Content Standards</b>		
<b>Language Arts</b>		
<b>Grade 8 - Adopted: 2011</b>		
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
EXPECTATION	W.8.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.8.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

EXPECTATION	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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EXPECTATION	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION / BENCHMARK	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.5.	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>

GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>

GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; 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.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION / BENCHMARK	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Lesson 16: Unit 6 Summarizing Multiple References, p. 149-158**

**Montana Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2011**

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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).

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>

<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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 / DOMAIN**      **MT.CC.W .6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6. Writing Standards</b>	

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6. Writing Standards</b>	

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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”).
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION L.6.2.a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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EXPECTATION L.6.3.a. Vary sentence patterns for meaning, reader/listener interest, and style.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.4.	<b>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.</b>
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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).

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / BENCHMARK L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Montana Content Standards

### Language Arts

Grade 7 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .7.</b>	<b>Reading Standards for Informational Text</b>
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<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION / BENCHMARK RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
EXPECTATION	W.7.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; 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.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.7.9.b.	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; 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.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4.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.7.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.6.	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.

## Montana Content Standards

### Language Arts

Grade 8 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.RI .8.	Reading Standards for Informational Text
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BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD / DOMAIN	MT.CC.RI .8.	Reading Standards for Informational Text
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BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CONTENT STANDARD / DOMAIN	MT.CC.W .8.	Writing Standards
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BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.

EXPECTATION	W.8.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.
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CONTENT STANDARD / DOMAIN	MT.CC.W .8.	Writing Standards
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BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.2.	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.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT STANDARD / DOMAIN**      **MT .CC.W .8. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.4.	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 1-3above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.5.	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

**CONTENT STANDARD / DOMAIN**      **MT .CC.W .8. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**CONTENT STANDARD / DOMAIN**      **MT .CC.W .8. Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD / DOMAIN**      **MT .CC.S L.8. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; 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.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.8.4.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.8.4.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).

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. Language Standards</b>
	<b>8.</b>

<b>BENCHMARK / STANDARD</b>	<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.6.</b>	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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Lesson 17: Unit 6 Summarizing Multiple References, p. 159-174

## Montana Content Standards

### Language Arts

Grade 6 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI</b>	<b>Reading Standards for Informational Text</b>
	<b>.6.</b>	

<b>BENCHMARK / STANDARD</b>	<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RI.6.1.</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RI.6.2.</b>	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RI.6.3.</b>	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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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI</b>	<b>Reading Standards for Informational Text</b>
	<b>.6.</b>	

<b>BENCHMARK / STANDARD</b>	<b>Craft and Structure</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RI.6.4.</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI</b>	<b>Reading Standards for Informational Text</b>
	<b>.6.</b>	

<b>BENCHMARK / STANDARD</b>	<b>Integration of Knowledge and Ideas</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RI.6.7.</b>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6. Writing Standards</b>	
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6. Writing Standards</b>	
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6. Writing Standards</b>	
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6. Writing Standards</b>	
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>

<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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”).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W.6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S.L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.6.</b>	<b>Language Standards</b>

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION L.6.2.a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION L.6.3.a. Vary sentence patterns for meaning, reader/listener interest, and style.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.4.	<b>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.</b>

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).

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.6.	<b>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.</b>

## Montana Content Standards

### Language Arts

Grade 7 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI. 7.</b>	<b>Reading Standards for Informational Text</b>
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<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .7.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
EXPECTATION	W.7.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; 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.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)

GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.7.9.b.	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
	<b>L.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; 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.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.7.4.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.7.4.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 / DOMAIN**      **MT.CC.L. 7. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.6.	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.

## Montana Content Standards

### Language Arts

Grade 8 - Adopted: 2011

**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .8. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .8. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .8. Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.

EXPECTATION      W.8.1.b.      Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .8. Writing Standards**

<b>BENCHMARK / STANDARD</b>			<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>	
EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	
EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	
EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.	
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>	
<b>BENCHMARK / STANDARD</b>			<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.4.	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 EXPECTATION / BENCHMARK	W.8.5.	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)	
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>	
<b>BENCHMARK / STANDARD</b>			<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Include sources and/or topics by and about American Indians.	
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>	
<b>BENCHMARK / STANDARD</b>			<b>Range of Writing</b>

GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; 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.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4.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.8.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION / BENCHMARK	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Lesson 18: Unit 6 Summarizing Multiple References, p. 175-184**

**Montana Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2011**

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI</b>	<b>Reading Standards for Informational Text</b>
		<b>.6.</b>
<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
		<b>.6.</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.</b>
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.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
		<b>.6.</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
		<b>.6.</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>

GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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”).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.10.</b>	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.6.1.</b>	<b>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.</b>
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L 6.</b>	<b>Language Standards</b>

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>

<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.4.	<b>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.</b>

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).

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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# Montana Content Standards

## Language Arts

Grade 7 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.RI .7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD / DOMAIN	MT.CC.RI .7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD / DOMAIN	MT.CC.W .7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
EXPECTATION	W.7.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.
CONTENT STANDARD / DOMAIN	MT.CC.W .7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; 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.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT STANDARD / DOMAIN**    **MT.CC.W .7. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**CONTENT STANDARD / DOMAIN**    **MT.CC.W .7. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MT.CC.W .7. Writing Standards	

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION    **MT.CC.W .7. Writing Standards**

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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 / DOMAIN	MT.CC.S L.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; 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.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / DOMAIN	MT.CC.S L.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / DOMAIN	MT.CC.L. 7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD / DOMAIN	MT.CC.L. 7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7. Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

<b>EXPECTATION</b>	<b>L.7.4.a.</b>	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.
<b>EXPECTATION</b>	<b>L.7.4.d.</b>	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).

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7. Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.7.6.</b>	<b>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.</b>

## **Montana Content Standards**

### **Language Arts**

**Grade 8 - Adopted: 2011**

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .8. Reading Standards for Informational Text</b>
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<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RI.8.1.</b>	<b>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b>

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .8. Reading Standards for Informational Text</b>
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<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RI.8.4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</b>

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8. Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
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EXPECTATION	W.8.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.5.	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Include sources and/or topics by and about American Indians.
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD / DOMAIN	MT.CC.W .8.	<b>Writing Standards</b>
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BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	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 / DOMAIN	MT.CC.S L.8.	<b>Speaking and Listening Standards</b>
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BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; 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.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD / DOMAIN	MT.CC.S L.8.	<b>Speaking and Listening Standards</b>
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BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD / DOMAIN	MT.CC.L. 8.	<b>Language Standards</b>
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BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.8.4.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.8.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.6.</b>	<b>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.</b>

**Lesson 19: Unit 6 Summarizing Multiple References, p. 185-196**

**Montana Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2011**

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

<b>Craft and Structure</b>		
<b>BENCHMARK / STANDARD</b>		
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>

<b>BENCHMARK / STANDARD</b>			<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.	
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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.	
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>	
<b>BENCHMARK / STANDARD</b>			<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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").	
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>	
<b>BENCHMARK / STANDARD</b>			<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.	
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>	
<b>BENCHMARK / STANDARD</b>			<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.	
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

<b>EXPECTATION</b>	<b>L.6.2.a.</b>	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

<b>EXPECTATION</b>	<b>L.6.3.a.</b>	Vary sentence patterns for meaning, reader/listener interest, and style.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.4.</b>	<b>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.</b>

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

### Language Arts

Grade 7 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.RI .7.	Reading Standards for Informational Text
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BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD / DOMAIN	MT.CC.RI .7.	Reading Standards for Informational Text
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BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD / DOMAIN	MT.CC.W .7.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.

EXPECTATION	W.7.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.
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CONTENT STANDARD / DOMAIN	MT.CC.W .7.	Writing Standards
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BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.2.	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.7.2.a.	Introduce a topic clearly, previewing what is to follow; 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.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .7. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .7. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .7. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.7.9.b.	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; 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.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7. Language Standards</b>	
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
<b>EXPECTATION</b>	<b>L.7.3.a.</b>	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7. Language Standards</b>	
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>
<b>EXPECTATION</b>	<b>L.7.4.a.</b>	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.
<b>EXPECTATION</b>	<b>L.7.4.d.</b>	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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7. Language Standards</b>	
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.7.6.</b>	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.
<b>Montana Content Standards</b>		
<b>Language Arts</b>		
<b>Grade 8 - Adopted: 2011</b>		
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .8. Reading Standards for Informational Text</b>	
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RI.8.1.</b>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .8. Reading Standards for Informational Text</b>	
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION / BENCHMARK	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
EXPECTATION	W.8.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.4.</b>	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.)
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.5.</b>	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.8.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.8.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
	<b>L.8.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
	<b>L.8.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
	8.	
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
	8.	
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.8.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.8.4.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.8.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
	8.	
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**Montana Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2011**

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W.</b>	<b>Writing Standards</b>
	.6.	
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	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.</b>

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.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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 / DOMAIN**      **MT.CC.W .6. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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 / DOMAIN**      **MT.CC.W .6. Writing Standards**

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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 / DOMAIN**      **MT.CC.S L.6. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Montana Content Standards**

**Language Arts**

**Grade 7 - Adopted: 2011**

**CONTENT STANDARD / DOMAIN**      **MT.CC.W. 7. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.7.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>

**EXPECTATION** W.7.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

**EXPECTATION** W.7.2.a. Introduce a topic clearly, previewing what is to follow; 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.7.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**EXPECTATION** W.7.2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

**EXPECTATION** W.7.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**EXPECTATION** W.7.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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**GRADE LEVEL EXPECTATION / BENCHMARK** W.7.4. 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.)

**GRADE LEVEL EXPECTATION / BENCHMARK** W.7.5. 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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD / DOMAIN	MT.CC.W .7.	<b>Writing Standards</b>
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BENCHMARK / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD / DOMAIN	MT.CC.S L.7.	<b>Speaking and Listening Standards</b>
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BENCHMARK / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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CONTENT STANDARD / DOMAIN	MT.CC.S L.7.	<b>Speaking and Listening Standards</b>
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BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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CONTENT STANDARD / DOMAIN	MT.CC.L. 7.	<b>Language Standards</b>
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BENCHMARK / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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CONTENT STANDARD / DOMAIN	MT.CC.L. 7. Language Standards	
BENCHMARK / STANDARD	Knowledge of Language	
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / DOMAIN	MT.CC.L. 7. Language Standards	
BENCHMARK / STANDARD	Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.6.	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.

## Montana Content Standards

### Language Arts

Grade 8 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.W .8. Writing Standards	
BENCHMARK / STANDARD	Text Types and Purposes	
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.

EXPECTATION W.8.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.

CONTENT STANDARD / DOMAIN	MT.CC.W .8. Writing Standards	
BENCHMARK / STANDARD	Text Types and Purposes	
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.2.	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.8.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

EXPECTATION W.8.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION W.8.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.4.	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 1-3above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.5.	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; 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.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Montana Content Standards

### Language Arts

Grade 6 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

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.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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 / DOMAIN**      **MT.CC.W .6. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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 / DOMAIN**      **MT.CC.W .6. Writing Standards**

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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 / DOMAIN**      **MT.CC.S L.6. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT STANDARD / DOMAIN**    **MT.CC.L. 6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**CONTENT STANDARD / DOMAIN**    **MT.CC.L. 6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**CONTENT STANDARD / DOMAIN**    **MT.CC.L. 6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Montana Content Standards**

**Language Arts**

**Grade 7 - Adopted: 2011**

**CONTENT STANDARD / DOMAIN**    **MT.CC.W. 7. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.7.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>

**EXPECTATION** W.7.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

**EXPECTATION** W.7.2.a. Introduce a topic clearly, previewing what is to follow; 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.7.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**EXPECTATION** W.7.2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

**EXPECTATION** W.7.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**EXPECTATION** W.7.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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**GRADE LEVEL EXPECTATION / BENCHMARK** W.7.4. 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.)

**GRADE LEVEL EXPECTATION / BENCHMARK** W.7.5. 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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD / DOMAIN	MT.CC.W .7.	<b>Writing Standards</b>
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BENCHMARK / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD / DOMAIN	MT.CC.S L.7.	<b>Speaking and Listening Standards</b>
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BENCHMARK / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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CONTENT STANDARD / DOMAIN	MT.CC.S L.7.	<b>Speaking and Listening Standards</b>
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BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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CONTENT STANDARD / DOMAIN	MT.CC.L. 7.	<b>Language Standards</b>
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BENCHMARK / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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CONTENT STANDARD / DOMAIN	MT.CC.L. 7. Language Standards	
BENCHMARK / STANDARD	Knowledge of Language	
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / DOMAIN	MT.CC.L. 7. Language Standards	
BENCHMARK / STANDARD	Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.6.	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.

## Montana Content Standards

### Language Arts

Grade 8 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.W .8. Writing Standards	
BENCHMARK / STANDARD	Text Types and Purposes	
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.

EXPECTATION W.8.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.

CONTENT STANDARD / DOMAIN	MT.CC.W .8. Writing Standards	
BENCHMARK / STANDARD	Text Types and Purposes	
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.2.	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.8.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

EXPECTATION W.8.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION W.8.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.4.	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 1-3above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.5.	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; 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.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Montana Content Standards

### Language Arts

Grade 6 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

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.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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 / DOMAIN**      **MT.CC.W .6. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .6. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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 / DOMAIN**      **MT.CC.W .6. Writing Standards**

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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 / DOMAIN**      **MT.CC.S L.6. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT STANDARD / DOMAIN** **MT.CC.L. 6.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	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).
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EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**CONTENT STANDARD / DOMAIN** **MT.CC.L. 6.** **Language Standards**

BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**CONTENT STANDARD / DOMAIN** **MT.CC.L. 6.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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.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.
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**CONTENT STANDARD / DOMAIN** **MT.CC.L. 6.** **Language Standards**

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

### Language Arts

Grade 7 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.W .7.	Writing Standards
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BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.

EXPECTATION	W.7.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.
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CONTENT STANDARD / DOMAIN	MT.CC.W .7.	Writing Standards
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BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.2.	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.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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CONTENT STANDARD / DOMAIN	MT.CC.W .7.	Writing Standards
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BENCHMARK / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)
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GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
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CONTENT STANDARD / DOMAIN	MT.CC.W .7.	<b>Writing Standards</b>
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BENCHMARK / STANDARD		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD / DOMAIN	MT.CC.W .7.	<b>Writing Standards</b>
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BENCHMARK / STANDARD		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD / DOMAIN	MT.CC.S L.7.	<b>Speaking and Listening Standards</b>
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BENCHMARK / STANDARD		<b>Comprehension and Collaboration</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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CONTENT STANDARD / DOMAIN	MT.CC.S L.7.	<b>Speaking and Listening Standards</b>
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BENCHMARK / STANDARD		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
	7.	

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
	7.	

<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
	7.	

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.7.4.c.	Consult general and specialized 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.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
	7.	

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.6.	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.

## Montana Content Standards

### Language Arts

Grade 8 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	.8.	

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
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EXPECTATION	W.8.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.4.	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 1-3above.)
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.5.	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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CONTENT STANDARD / DOMAIN	MT.CC.L. 8.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.8.4.c.	Consult general and specialized 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.
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CONTENT STANDARD / DOMAIN	MT.CC.L. 8.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.6.	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.

Lesson 23: Unit 7 Inventive Writing, p. 223-230

## Montana Content Standards

### Language Arts

Grade 6 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.W. 6.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	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.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6. Writing Standards</b>	
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6. Writing Standards</b>	
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6. Writing Standards</b>	
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6. Speaking and Listening Standards</b>	
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.6.</b>	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.
<b>Montana Content Standards</b>		
<b>Language Arts</b>		
<b>Grade 7 - Adopted: 2011</b>		
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
EXPECTATION	W.7.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>

<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; 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.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .7. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .7. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION / BENCHMARK      W.7.8.      Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .7. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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 / DOMAIN	MT.CC.S L.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; 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.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / DOMAIN	MT.CC.S L.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / DOMAIN	MT.CC.L. 7.	Language Standards
BENCHMARK / STANDARD		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD / DOMAIN	MT.CC.L. 7.	Language Standards
BENCHMARK / STANDARD		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. Language Standards</b>
	7.

<b>BENCHMARK / STANDARD</b>	<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Montana Content Standards

### Language Arts

Grade 8 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W Writing Standards</b>
	.8.

<b>BENCHMARK / STANDARD</b>	<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.8.1.

EXPECTATION	W.8.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W Writing Standards</b>
	.8.

<b>BENCHMARK / STANDARD</b>	<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.8.2.

EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W Writing Standards</b>
	.8.

<b>BENCHMARK / STANDARD</b>	<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.4.	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 1-3above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.5.	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; 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.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>

GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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## Montana Content Standards

### Language Arts

Grade 6 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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 / DOMAIN** **MT.CC.W .6. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**CONTENT STANDARD / DOMAIN** **MT.CC.W .6. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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 / DOMAIN	MT.CC.W .6. Writing Standards	

**BENCHMARK / STANDARD** **Range of Writing**

GRADE LEVEL EXPECTATION / BENCHMARK	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 / DOMAIN	MT.CC.S L.6. Speaking and Listening Standards	

**BENCHMARK / STANDARD** **Comprehension and Collaboration**

GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Montana Content Standards**

**Language Arts**

**Grade 7 - Adopted: 2011**

**CONTENT STANDARD / DOMAIN**      **MT.CC.W. 7. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.7.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>

**EXPECTATION** W.7.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

**EXPECTATION** W.7.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.7.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

**EXPECTATION** W.7.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

**EXPECTATION** W.7.3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**EXPECTATION** W.7.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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**GRADE LEVEL EXPECTATION / BENCHMARK** W.7.4. 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.)

**GRADE LEVEL EXPECTATION / BENCHMARK** W.7.5. 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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
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Research to Build and Present Knowledge		
BENCHMARK / STANDARD		
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MT.CC.W .7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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 / DOMAIN	MT.CC.S L.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; 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.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / DOMAIN	MT.CC.S L.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / DOMAIN	MT.CC.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.7.6.</b>	<b>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.</b>

## Montana Content Standards

### Language Arts

Grade 8 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
EXPECTATION	W.8.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W. 8.</b>	<b>Writing Standards</b>

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.8.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

EXPECTATION	W.8.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CONTENT STANDARD / DOMAIN** **MT.CC.W .8. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.4.	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 EXPECTATION / BENCHMARK	W.8.5.	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8. Writing Standards</b>	

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8. Writing Standards</b>	

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8. Speaking and Listening Standards</b>	

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; 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.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CONTENT STANDARD / DOMAIN**    **MT.CC.S L.8. Speaking and Listening Standards**

BENCHMARK / STANDARD		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / DOMAIN	MT.CC.L. 8. Language Standards	
BENCHMARK / STANDARD		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / DOMAIN	MT.CC.L. 8. Language Standards	
BENCHMARK / STANDARD		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**Montana Content Standards**

**Language Arts**

CONTENT STANDARD / DOMAIN	MT.CC.W .6.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	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.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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 / DOMAIN	MT.CC.W .6.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
CONTENT STANDARD / DOMAIN	MT.CC.W .6.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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 / DOMAIN	MT.CC.W .6.	Writing Standards

Range of Writing		
BENCHMARK / STANDARD		
GRADE LEVEL EXPECTATION / BENCHMARK	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 / DOMAIN	MT.CC.S L.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	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 / DOMAIN	MT.CC.L. 6.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	Language Standards

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

## Montana Content Standards

### Language Arts

Grade 7 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.W .7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	W.7.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.
CONTENT STANDARD / DOMAIN	MT.CC.W .7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.2.	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.7.2.a.	Introduce a topic clearly, previewing what is to follow; 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.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / DOMAIN	MT.CC.W .7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
CONTENT STANDARD / DOMAIN	MT.CC.W .7.	<b>Writing Standards</b>
BENCHMARK / STANDARD		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MT.CC.W .7.	<b>Writing Standards</b>
BENCHMARK / STANDARD		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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 / DOMAIN	MT.CC.S L.7.	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; 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.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / DOMAIN	MT.CC.S L.7.	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		<b>Presentation of Knowledge and Ideas</b>

GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
BENCHMARK / STANDARD		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
BENCHMARK / STANDARD		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
BENCHMARK / STANDARD		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.6.	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.
<b>Montana Content Standards</b>		
<b>Language Arts</b>		
<b>Grade 8 - Adopted: 2011</b>		
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	W.8.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.4.	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 EXPECTATION / BENCHMARK	W.8.5.	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>

Range of Writing		
BENCHMARK / STANDARD		
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	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 / DOMAIN	MT.CC.S L.8.	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; 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.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / DOMAIN	MT.CC.S L.8.	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / DOMAIN	MT.CC.L 8.	<b>Language Standards</b>
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8. Language Standards</b>
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<b>BENCHMARK / STANDARD</b>	<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.8.6.</b>	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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## Montana Content Standards

### Language Arts

Grade 6 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6. Reading Standards for Informational Text</b>
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<b>BENCHMARK / STANDARD</b>	<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RI.6.1.</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RI.6.2.</b>	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RI.6.3.</b>	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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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6. Reading Standards for Informational Text</b>
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<b>BENCHMARK / STANDARD</b>	<b>Craft and Structure</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RI.6.4.</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .6. Reading Standards for Informational Text</b>
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<b>BENCHMARK / STANDARD</b>	<b>Integration of Knowledge and Ideas</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RI.6.7.</b>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT .CC.W Writing Standards .6.</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
<b>EXPECTATION</b>	<b>W.6.2.a.</b>	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
<b>EXPECTATION</b>	<b>W.6.2.b.</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>EXPECTATION</b>	<b>W.6.2.c.</b>	Use appropriate transitions to clarify the relationships among ideas and concepts.
<b>EXPECTATION</b>	<b>W.6.2.d.</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>EXPECTATION</b>	<b>W.6.2.f.</b>	Provide a concluding statement or section that follows from the information or explanation presented.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT .CC.W Writing Standards .6.</b>
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<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.4.</b>	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.)
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.5.</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT .CC.W Writing Standards .6.</b>
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<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.7.</b>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.8.</b>	Gather relevant information from multiple oral, 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.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT .CC.W Writing Standards .6.</b>
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Range of Writing		
BENCHMARK / STANDARD		
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	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).

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

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

### Language Arts

Grade 7 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .7.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .7.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
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EXPECTATION	W.7.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)
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GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Include sources and/or topics by and about American Indians.
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GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD / DOMAIN	MT.CC.W .7.	<b>Writing Standards</b>
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BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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 / DOMAIN	MT.CC.S L.7.	<b>Speaking and Listening Standards</b>
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BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; 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.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / DOMAIN	MT.CC.S L.7.	<b>Speaking and Listening Standards</b>
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BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / DOMAIN	MT.CC.L. 7.	<b>Language Standards</b>
BENCHMARK / STANDARD		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7. Language Standards</b>	
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7. Language Standards</b>	
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4.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.7.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7. Language Standards</b>	
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.7.6.	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.
<b>Montana Content Standards</b>		
<b>Language Arts</b>		
<b>Grade 8 - Adopted: 2011</b>		
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .8. Reading Standards for Informational Text</b>	
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .8. Reading Standards for Informational Text</b>	
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION / BENCHMARK	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
EXPECTATION	W.8.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.4.</b>	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.)
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.8.5.</b>	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.8.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.8.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
	<b>L.8.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
	<b>L.8.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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CONTENT STANDARD / DOMAIN	MT.CC.L. 8. Language Standards	
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / DOMAIN	MT.CC.L. 8. Language Standards	
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4.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.8.4.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 / DOMAIN	MT.CC.L. 8. Language Standards	
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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## Montana Content Standards

### Language Arts

Grade 6 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.RI .6. Reading Standards for Informational Text	
BENCHMARK / STANDARD		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION / BENCHMARK	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.6.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
	<b>L.6.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	SL.6.1.	<b>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.</b>

<b>EXPECTATION</b>	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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<b>EXPECTATION</b>	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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<b>EXPECTATION</b>	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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<b>EXPECTATION</b>	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L</b>	<b>Language Standards</b>
	<b>6.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

<b>EXPECTATION</b>	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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<b>EXPECTATION</b>	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L</b>	<b>Language Standards</b>
	<b>6.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

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

## Montana Content Standards

### Language Arts

Grade 7 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W. 7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
EXPECTATION	W.7.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W. 7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; 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.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W Writing Standards</b>
	<b>.7.</b>

<b>BENCHMARK / STANDARD</b>	<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<p>W.7.4. 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.)</p>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<p>W.7.5. 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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)</p>

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W Writing Standards</b>
	<b>.7.</b>

<b>BENCHMARK / STANDARD</b>	<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Include sources and/or topics by and about American Indians.</p>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<p>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W Writing Standards</b>
	<b>.7.</b>

<b>BENCHMARK / STANDARD</b>	<b>Range of Writing</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<p>W.7.10. 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.</p>

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S Speaking and Listening Standards</b>
	<b>L.7.</b>

<b>BENCHMARK / STANDARD</b>	<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
<b>EXPECTATION</b>	<p>SL.7.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>
<b>EXPECTATION</b>	<p>SL.7.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>

EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.6.	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.
<b>Montana Content Standards</b>		
<b>Language Arts</b>		
<b>Grade 8 - Adopted: 2011</b>		
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.8.1.	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>

**EXPECTATION** W.8.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

**EXPECTATION** W.8.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**EXPECTATION** W.8.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**EXPECTATION** W.8.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**EXPECTATION** W.8.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**EXPECTATION** W.8.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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**GRADE LEVEL EXPECTATION / BENCHMARK** W.8.4. 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 EXPECTATION / BENCHMARK** W.8.5. 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; 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.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>

<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.6.	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.

**Lesson 28: Unit 9 Formal Critique and Response to Literature, p. 269-278**

**Montana Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2011**

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R</b>	<b>Reading Standards for Literature</b>
	<b>L.6.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.6.</b>	

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

<b>EXPECTATION</b>	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.6.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.6.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.6.8.	Gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.6.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD / DOMAIN	MT.CC.S L.6.	<b>Speaking and Listening Standards</b>
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BENCHMARK / STANDARD		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.6.1.	<b>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.</b>
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	<b>Language Standards</b>
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BENCHMARK / STANDARD		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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 / DOMAIN	MT.CC.L. 6.	<b>Language Standards</b>
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BENCHMARK / STANDARD		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.

CONTENT STANDARD / DOMAIN	MT.CC.L. 6.	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.4.	<b>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.</b>

<b>EXPECTATION</b>	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.
<b>EXPECTATION</b>	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).

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	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.

## **Montana Content Standards**

### **Language Arts**

**Grade 7 - Adopted: 2011**

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.7.</b>	<b>Reading Standards for Literature</b>
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<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.7.</b>	<b>Reading Standards for Literature</b>
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<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	RL.7.10.	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.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)
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GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4.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.7.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.6.	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.

## Montana Content Standards

### Language Arts

**Grade 8 - Adopted: 2011**

CONTENT STANDARD / DOMAIN	MT.CC.R L.8.	Reading Standards for Literature
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BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD / DOMAIN	MT.CC.R L.8.	Reading Standards for Literature
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BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CONTENT STANDARD / DOMAIN	MT.CC.R L.8.	Reading Standards for Literature
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BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

CONTENT STANDARD / DOMAIN	MT.CC.W .8.	Writing Standards
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BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.2.	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.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / DOMAIN	MT.CC.W .8.	Writing Standards
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<b>Production and Distribution of Writing</b>		
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.4.	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 1-3above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.5.	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>Research to Build and Present Knowledge</b>		
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>Range of Writing</b>		
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>Comprehension and Collaboration</b>		
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; 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.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.8.4.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.8.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.8.6.	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.

Lesson 29: Unit 9 Formal Critique and Response to Literature, p. 279-284

## Montana Content Standards

### Language Arts

CONTENT STANDARD / DOMAIN	MT.CC.R L.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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 / DOMAIN	MT.CC.R L.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.R L.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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 / DOMAIN	MT.CC.W .6.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	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 / DOMAIN	MT.CC.W .6.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.6.8.	Gather relevant information from multiple oral, 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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .6.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.6.1.</b>	<b>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.</b>
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>

<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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EXPECTATION	L.6.3.b.	Maintain consistency in style and tone.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Montana Content Standards

### Language Arts

Grade 7 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.7.</b>	<b>Reading Standards for Literature</b>
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<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.7.</b>	<b>Reading Standards for Literature</b>
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<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

<b>EXPECTATION</b>	<b>W.7.2.b.</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.4.</b>	<b>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.)</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.5.</b>	<b>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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)</b>

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.8.</b>	<b>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</b>

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.10.</b>	<b>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.</b>

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
	<b>L.7.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; 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.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.6.	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.

# Montana Content Standards

## Language Arts

Grade 8 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R L.8.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN	MT.CC.W .8.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.2.	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.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / DOMAIN	MT.CC.W .8.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.4.	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 EXPECTATION / BENCHMARK	W.8.5.	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
CONTENT STANDARD / DOMAIN	MT.CC.W .8.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
	<b>.8.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
	<b>L.8.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	SL.8.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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<b>EXPECTATION</b>	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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<b>EXPECTATION</b>	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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<b>EXPECTATION</b>	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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<b>EXPECTATION</b>	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
	<b>L.8.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L</b>	<b>Language Standards</b>
	<b>8.</b>	

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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<b>EXPECTATION</b>	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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<b>EXPECTATION</b>	L.8.1.b.	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION / BENCHMARK L.8.6. 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.

Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 285-295

## Montana Content Standards

### Language Arts

Grade 6 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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 EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION / BENCHMARK	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.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
<b>EXPECTATION</b>	<b>W.6.2.b.</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.4.</b>	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.)
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.5.</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.7.</b>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.8.</b>	Gather relevant information from multiple oral, 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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.6.10.</b>	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>

<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	SL.6.1.	<b>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.</b>
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.
EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.6.4.	<b>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.</b>
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).

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 6. Language Standards</b>
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<b>BENCHMARK / STANDARD</b>	<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.6.6.</b>	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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## Montana Content Standards

### Language Arts

Grade 7 - Adopted: 2011

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.7. Reading Standards for Literature</b>
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<b>BENCHMARK / STANDARD</b>	<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RL.7.1.</b>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RL.7.3.</b>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.7. Reading Standards for Literature</b>
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<b>BENCHMARK / STANDARD</b>	<b>Craft and Structure</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RL.7.5.</b>	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.R L.7. Reading Standards for Literature</b>
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<b>BENCHMARK / STANDARD</b>	<b>Range of Reading and Level of Text Complexity</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RL.7.10.</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7. Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>	<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.7.2.</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .7.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; 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.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4.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.7.4.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 7.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION / BENCHMARK	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Montana Content Standards

### Language Arts

Grade 8 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R L.8.	Reading Standards for Literature
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BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD / DOMAIN	MT.CC.R L.8.	Reading Standards for Literature
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BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CONTENT STANDARD / DOMAIN	MT.CC.R L.8.	Reading Standards for Literature
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BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

CONTENT STANDARD / DOMAIN	MT.CC.W .8.	Writing Standards
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BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.2.	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.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / DOMAIN	MT.CC.W .8.	Writing Standards
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BENCHMARK / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.8.4.	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 1-3above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.5.	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.8.10.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; 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.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

<b>EXPECTATION</b>	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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<b>EXPECTATION</b>	L.8.1.b.	Form and use verbs in the active and passive voice.
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<b>EXPECTATION</b>	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.8.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

<b>EXPECTATION</b>	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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<b>EXPECTATION</b>	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 8.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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