

ELA CCSS – Grade Six		
Title of Program: <u>Benchmark Literacy</u>		
Category 1: <u>CCSS English Language Arts and Literacy K-5/6</u>		
Publisher Name: <u>Benchmark Education Company</u> Date of Copyright: <u>2014</u>		
Sixth Grade Reading Literary (RL)		
Standard Number	Standard	Where Taught BL TRS = Benchmark Literacy Teacher Resource System BWW TRS = Benchmark Writer's Workshop Teacher Resource System Extend 4 = Word Study & Vocabulary Extend 4
	Key Ideas and Details	
ELACC 6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	BL TRS: <b>UNIT 1:</b> Week 3: 7, 8; <b>UNIT 2:</b> Week 2: 4, 6, 7, 9, 11; Week 3: 8; <b>UNIT 3:</b> Week 1: 5, 6, 7; Week 2: 4, 6, 7, 9, 11; Week 3: 7, 8; <b>UNIT 4:</b> Week 1: 5, 6; Week 2: 4, 6, 7, 9, 11; Week 3: 7, 8; <b>UNIT 5:</b> Week 2: 4, 6, 7, 9, 11; Week 3: 7, 8; <b>UNIT 6:</b> Week 1: 5, 6, 7; Week 2: 4, 6, 7, 9, 11; Week 3: 7, 8; <b>UNIT 7:</b> Week 1: 5, 6, 7; Week 3: 7, 8; <b>UNIT 8:</b> Week 1: 6, 7; Week 2: 4, 6, 7, 9, 11; Week 3: 7, 8; <b>UNIT 10:</b> Week 3: 7, 8 BWW TRS: <b>UNIT 2:</b> 10, 11, 14–15
ELACC 6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	BL TRS: <b>UNIT 2:</b> Week 2: 6, 7, 9; <b>UNIT 3:</b> Week 2: 4, 6, 7, 11; <b>UNIT 4:</b> Week 1: 6, 7, 11; <b>UNIT 5:</b> Week 2: 4, 6, 7, 9, 11; <b>UNIT 6:</b> Week 2: 4, 7, 9; <b>UNIT 8:</b> Week 1: 5, 6, 7; Week 2: 4, 6, 7, 11 BWW TRS: <b>UNIT 2:</b> 4–5, 6–7, 10, 11, 14–15
ELACC 6.RL.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 towards a resolution.	BL TRS: <b>UNIT 2:</b> Week 2: 4, 7, 9, 11; <b>UNIT 3:</b> Week 1: 6; Week 2: 6, 7, 9, 11; <b>UNIT 4:</b> Week 2: 4, 6, 7, 9, 11; <b>UNIT 5:</b> Week 2: 7, 9; <b>UNIT 6:</b> Week 2: 4, 6, 9; <b>UNIT 8:</b> Week 2: 4, 6, 11 BWW TRS: <b>UNIT 2:</b> 6–7, 10, 11, 14–15
	Craft and Structure	
ELACC 6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	BL TRS: <b>UNIT 2:</b> Week 2: 4, 9; <b>UNIT 3:</b> Week 2: 6, 9; <b>UNIT 4:</b> Week 2: 9; <b>UNIT 5:</b> Week 2: 11; <b>UNIT 6:</b> Week 2: 4, 6, 9, 11; <b>UNIT 8:</b> Week 2: 4, 6, 7, 9 BWW TRS: <b>UNIT 2:</b> 38, 39
ELACC 6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	BL TRS: <b>UNIT 2:</b> Week 2: 6, 9; <b>UNIT 3:</b> Week 1: 7; Week 2: 4, 6, 7, 9, 11; <b>UNIT 4:</b> Week 2: 4, 6, 9, 11; <b>UNIT 5:</b> Week 2: 4, 9; <b>UNIT 6:</b> Week 1: 6, 7; Week 2: 4, 6, 9; <b>UNIT 8:</b> Week 2: 9, 11 BWW TRS: <b>UNIT 2:</b> 46–47
ELACC 6.RL.6	Explain how an author develops the point of view of the narrator or speaker in a text.	BL TRS: <b>UNIT 2:</b> Week 2: 4, 7, 9, 11; <b>UNIT 3:</b> Week 2: 4, 7, 9, 11; <b>UNIT 4:</b> Week 2: 9; <b>UNIT 6:</b> Week 2: 4, 6, 9; <b>UNIT 8:</b> Week 2: 4, 6, 7, 11 BWW TRS: <b>UNIT 2:</b> 6–7, 10, 11, 36
	Integration of Knowledge and Ideas	
ELACC 6.RL.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	BL TRS: <b>UNIT 2:</b> Week 2: 4, 9; <b>UNIT 3:</b> Week 2: 6, 9; <b>UNIT 4:</b> Week 2: 6, 9; <b>UNIT 6:</b> Week 2: 6, 11; <b>UNIT 8:</b> Week 2: 6, 9 BWW TRS: <b>UNIT 2:</b> 7
ELACC 6.RL.8	(Not applicable to literature)	
ELACC 6.RL.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	BL TRS: <b>UNIT 2:</b> Week 2: 7, 14; <b>UNIT 3:</b> Week 2: 7, 14; <b>UNIT 4:</b> Week 2: 7, 14; <b>UNIT 5:</b> Week 2: 7, 14; <b>UNIT 6:</b> Week 2: 7, 14; <b>UNIT 7:</b> Week 2: 7, 14; <b>UNIT 8:</b> Week 2: 7, 14; <b>UNIT 9:</b> Week 2: 7, 14; <b>UNIT 10:</b> Week 2: 7, 14
	Range of Reading and Level of Text Complexity	
ELACC 6.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	BL TRS: <b>UNIT 1:</b> Week 3: 5, 7, 8; <b>UNIT 2:</b> Week 3: 8; <b>UNIT 3:</b> Week 1: 5, 6; Week 3: 7, 8; <b>UNIT 4:</b> Week 1: 5; Week 3: 8; <b>UNIT 5:</b> Week 3: 8; <b>UNIT 6:</b> Week 1: 5, 6; Week 3: 8; <b>UNIT 7:</b> Week 1: 5, 6, 7; Week 3: 5, 7, 8; <b>UNIT 8:</b> Week 1: 6; Week 3: 5, 7, 8; <b>UNIT 10:</b> Week 3: 5, 7, 8

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Sixth Grade Reading Informational (RI)		
Standard Number	Standard	Where Taught  BL TRS = Benchmark Literacy Teacher Resource System BWW TRS = Benchmark Writer's Workshop Teacher Resource System Extend 4 = Word Study & Vocabulary Extend 4
	Key Ideas and Details	
ELACC 6.RI.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	BL TRS: <b>UNIT 1:</b> Week 1: 5, 6, 8, 10; Week 2: 4, 6, 7, 9, 11; <b>UNIT 2:</b> Week 1: 5, 6, 7, 8; Week 3: 7; <b>UNIT 3</b> Week 1: 8, 10; <b>UNIT 4:</b> Week 1: 8; <b>UNIT 5:</b> Week 1: 5, 6, 7, 8; <b>UNIT 6:</b> Week 1: 8, 10; <b>UNIT 7:</b> Week 1: 8, 10; Week 2: 4, 6, 7, 9, 11; <b>UNIT 8:</b> Week 1: 8, 10; Unit 8 Cross-Curricular Connections; <b>UNIT 9:</b> Week 1: 5, 6, 7, 8, 10; Week 2: 4, 6, 7, 9, 11; <b>UNIT 10:</b> Week 1: 5, 6, 7, 8, 10 BWW TRS: <b>UNIT 1:</b> 5, 10, 11, 20–21 <b>UNIT 3:</b> 4–5, 45 <b>UNIT 4:</b> 4–5, 10–11, 26, 27, 35 <b>UNIT 5:</b> 7, 17
ELACC 6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	BL TRS: <b>UNIT 1:</b> Week 1: 6, 8, 10; Week 2: 4, 6, 7, 11; <b>UNIT 2:</b> Week 1: 10; <b>UNIT 3:</b> Week 1: 10; <b>UNIT 4:</b> Week 1: 8, 10; <b>UNIT 5:</b> Week 1: 10; <b>UNIT 6:</b> Week 1: 10; <b>UNIT 7:</b> Week 1: 10; Week 2: 4, 6, 7, 9; <b>UNIT 8:</b> Week 1: 8, 10; <b>UNIT 9:</b> Week 1: 6, 7, 8, 10; Week 2: 4, 6, 7, 11; <b>UNIT 10:</b> Week 1: 5, 6, 7, 8, 10 BWW TRS: <b>UNIT 1:</b> 5, 20–21, 46 <b>UNIT 3:</b> 4–5, 10–11, 45 <b>UNIT 4:</b> 4–5, 6–7, 10–11, 35 <b>UNIT 5:</b> 4–5, 6–7, 10–11, 17
ELACC 6.RI.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).	BL TRS: <b>UNIT 1:</b> Week 2: 4, 6, 7, 9, 11; <b>UNIT 7:</b> Week 2: 4, 6, 9, 11; <b>UNIT 9:</b> Week 2: 4, 6, 7, 9, 11 BWW TRS: <b>UNIT 1:</b> 4–5, 6–7, 14–15 <b>UNIT 3:</b> 6–7, 10–11 <b>UNIT 4:</b> 4–5, 6–7, 35 <b>UNIT 5:</b> 4–5, 6–7, 10–11, 17
	Craft and Structure	
ELACC 6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	BL TRS: <b>UNIT 1:</b> Week 2: 4, 6, 9; <b>UNIT 7:</b> Week 2: 4, 6, 9; <b>UNIT 9:</b> Week 2: 6, 9 BWW TRS: <b>UNIT 4:</b> 4–5, 15
ELACC 6.RI.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	BL TRS: <b>UNIT 1:</b> Week 2: 4, 6, 11; <b>UNIT 2:</b> Week 1: 6, 7; <b>UNIT 5:</b> Week 1: 6, 7, 10; <b>UNIT 7:</b> Week 2: 4, 9; <b>UNIT 9:</b> Week 2: 4, 6, 9 BWW TRS: <b>UNIT 3:</b> 4–5, 14, 34, 35
ELACC 6.RI.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	BL TRS: <b>UNIT 1:</b> Week 2: 4, 7, 9; <b>UNIT 7:</b> Week 2: 4, 6, 7, 9; <b>UNIT 9:</b> Week 2: 4, 6, 7, 11 BWW TRS: <b>UNIT 1:</b> 4–5, 6–7, 10, 11, 20–21, 26, 34–35, 36 <b>UNIT 3:</b> 6–7 <b>UNIT 4:</b> 7, 10–11, 14 <b>UNIT 5:</b> 5
	Integration of Knowledge and Ideas	
ELACC 6.RI.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.	BL TRS: <b>UNIT 1:</b> Week 2; 9; <b>UNIT 7:</b> Week 2: 6, 11; <b>UNIT 9:</b> Week 2: 11 BWW TRS: <b>UNIT 1:</b> 5, 7, 8 <b>UNIT 2:</b> 3, 5, 17, 31 <b>UNIT 3:</b> 5, 6–7, 10–11, 50 <b>UNIT 4:</b> 3, 7, 15, 20–21, 25 <b>UNIT 5:</b> 5, 7, 16–17, 25
ELACC 6.RI.8	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.	BL TRS: <b>UNIT 7:</b> Week 2: 6; <b>UNIT 9:</b> Week 2: 4, 6, 7, 11 BWW TRS: <b>UNIT 3:</b> 10–11 <b>UNIT 4:</b> 4–5, 6–7, 10–11, 15
ELACC 6.RI.9	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	BL TRS: <b>UNIT 1:</b> Week 2: 7, 14
	Range of Reading and Level of Text Complexity	
ELACC 6.RI.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band	BL TRS: <b>UNIT 1:</b> Week 1: 6, 8; <b>UNIT 2:</b> Week 1: 5, 6, 8, 10; <b>UNIT 3:</b> Week 1: 8, 10; <b>UNIT 4:</b> Week 1: 8, 10; <b>UNIT 5:</b> Week 1: 5, 6, 8, 10; <b>UNIT 6:</b> Week 1: 8, 10; <b>UNIT 7:</b> Week 1: 8; <b>UNIT 8:</b> Week 1: 8; Unit

	proficiently, with scaffolding as needed at the high end of the range.	8 Cross-Curricular Connections; <b>UNIT 9:</b> Week 1: 6, 8; <b>UNIT 10:</b> Week 1: 6, 8
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Publisher Name: <u>Benchmark Education Company</u> Date of Copyright: <u>2014</u>		
Sixth Grade Writing (W)		
Standard Number	Standard	Where Taught BL TRS = Benchmark Literacy Teacher Resource System BWW TRS = Benchmark Writer's Workshop Teacher Resource System Extend 4 = Word Study & Vocabulary Extend 4
	Text Types and Purposes	
ELACC 6.W.1	Write arguments to support claims with clear reasons and relevant evidence.	
	a. Introduce claim(s) and organize the reasons and evidence clearly.	BL TRS: <b>UNIT 1:</b> Week 2: 10; <b>UNIT 2:</b> Week 2: 5, 8; <b>UNIT 3:</b> Week 2: 5, 8; <b>UNIT 4:</b> Week 2: 14; <b>UNIT 5:</b> Week 2: 10, 13; <b>UNIT 6:</b> Week 2: 10, 13; <b>UNIT 7:</b> Week 2: 14; <b>UNIT 8:</b> Week 2: 5, 8; <b>UNIT 9:</b> Week 2: 14 BWW TRS: <b>UNIT 4:</b> 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 Writing to Sources Handbook: 6, 8, 12, 14, 18, 24
	b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	BL TRS: <b>UNIT 1:</b> Week 2: 10; <b>UNIT 2:</b> Week 2: 5, 8; <b>UNIT 3:</b> Week 2: 5, 8; <b>UNIT 4:</b> Week 2: 14; <b>UNIT 5:</b> Week 2: 10, 13; <b>UNIT 6:</b> Week 2: 10, 13; <b>UNIT 7:</b> Week 2: 14; <b>UNIT 8:</b> Week 2: 5, 8; <b>UNIT 9:</b> Week 2: 14 BWW TRS: <b>UNIT 4:</b> 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 Writing to Sources Handbook: 6, 8, 12, 14, 18, 24
	c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	BL TRS: <b>UNIT 1:</b> Week 2: 10; <b>UNIT 2:</b> Week 2: 5, 8; <b>UNIT 3:</b> Week 2: 5, 8; <b>UNIT 4:</b> Week 2: 14; <b>UNIT 5:</b> Week 2: 10, 13; <b>UNIT 6:</b> Week 2: 10, 13; <b>UNIT 7:</b> Week 2: 14; <b>UNIT 8:</b> Week 2: 5, 8; <b>UNIT 9:</b> Week 2: 14 BWW TRS: <b>UNIT 4:</b> 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 Writing to Sources Handbook: 6, 8, 12, 14, 18, 24
	d. Establish and maintain a formal style.	BL TRS: <b>UNIT 1:</b> Week 2: 10; <b>UNIT 2:</b> Week 2: 5, 8; <b>UNIT 3:</b> Week 2: 5, 8; <b>UNIT 4:</b> Week 2: 14; <b>UNIT 5:</b> Week 2: 10, 13; <b>UNIT 6:</b> Week 2: 10, 13; <b>UNIT 7:</b> Week 2: 14; <b>UNIT 8:</b> Week 2: 5, 8; <b>UNIT 9:</b> Week 2: 14 BWW TRS: <b>UNIT 4:</b> 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 Writing to Sources Handbook: 6, 8, 12, 14, 18, 24
	e. Provide a concluding statement or section that follows from the argument presented.	BL TRS: <b>UNIT 1:</b> Week 2: 10; <b>UNIT 2:</b> Week 2: 5, 8; <b>UNIT 3:</b> Week 2: 5, 8; <b>UNIT 4:</b> Week 2: 14; <b>UNIT 5:</b> Week 2: 10, 13; <b>UNIT 6:</b> Week 2: 10, 13; <b>UNIT 7:</b> Week 2: 14; <b>UNIT 8:</b> Week 2: 5, 8; <b>UNIT 9:</b> Week 2: 14 BWW TRS: <b>UNIT 4:</b> 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 Writing to Sources Handbook: 6, 8, 12, 14, 18, 24
ELACC 6.W.2	ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	BL TRS: Unit 1 Cross-Curricular Connections; Unit 2 Cross-Curricular Connections; <b>UNIT 3:</b> Week 1: 13
	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),	BL TRS: <b>UNIT 1:</b> Week 2: 14; <b>UNIT 2:</b> Week 2: 10, 13, 14; <b>UNIT 4:</b> Week 2: 10, 14; <b>UNIT 5:</b> Week 2: 5, 8; <b>UNIT 6:</b> Week 2: 14; <b>UNIT 7:</b> Week 2: 5, 8; Unit 7 Cross-Curricular Connections; <b>UNIT 8:</b> Week 2: 10, 13; Unit 8 Cross-Curricular Connections; <b>UNIT 9:</b> Week 2: 10, 13

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	and multimedia when useful to aiding comprehension.	BWW TRS: <b>UNIT 1:</b> 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 <b>UNIT 3:</b> 3, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 <b>UNIT 5:</b> 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 <u>Writing to Sources Handbook:</u> 6, 10, 12, 16, 18, 20, 24
	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	BL TRS: <b>UNIT 1:</b> Week 2: 14; <b>UNIT 2:</b> Week 2: 10, 13, 14; <b>UNIT 4:</b> Week 2: 10, 14; <b>UNIT 5:</b> Week 2: 5, 8; <b>UNIT 6:</b> Week 2: 14; <b>UNIT 7:</b> Week 2: 5, 8; Unit 7 Cross-Curricular Connections; <b>UNIT 8:</b> Week 2: 10, 13; Unit 8 Cross-Curricular Connections; <b>UNIT 9:</b> Week 2: 10, 13 BWW TRS: <b>UNIT 1:</b> 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 <b>UNIT 3:</b> 3, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 <b>UNIT 5:</b> 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 <u>Writing to Sources Handbook:</u> 6, 10, 12, 16, 18, 20, 24
	c. Use appropriate transitions to clarify the relationships among ideas and concepts.	BL TRS: <b>UNIT 1:</b> Week 2: 14; <b>UNIT 2:</b> Week 2: 10, 13, 14; <b>UNIT 4:</b> Week 2: 10, 14; <b>UNIT 5:</b> Week 2: 5, 8; <b>UNIT 6:</b> Week 2: 14; <b>UNIT 7:</b> Week 2: 5, 8; Unit 7 Cross-Curricular Connections; <b>UNIT 8:</b> Week 2: 10, 13; Unit 8 Cross-Curricular Connections; <b>UNIT 9:</b> Week 2: 10, 13 BWW TRS: <b>UNIT 1:</b> 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 <b>UNIT 3:</b> 3, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 <b>UNIT 5:</b> 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 <u>Writing to Sources Handbook:</u> 6, 10, 12, 16, 18, 20, 24
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	BL TRS: <b>UNIT 1:</b> Week 2: 14; <b>UNIT 2:</b> Week 2: 10, 13, 14; <b>UNIT 4:</b> Week 2: 10, 14; <b>UNIT 5:</b> Week 2: 5, 8; <b>UNIT 6:</b> Week 2: 14; <b>UNIT 7:</b> Week 2: 5, 8; Unit 7 Cross-Curricular Connections; <b>UNIT 8:</b> Week 2: 10, 13; Unit 8 Cross-Curricular Connections; <b>UNIT 9:</b> Week 2: 10, 13 BWW TRS: <b>UNIT 1:</b> 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 <b>UNIT 3:</b> 3, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 <b>UNIT 5:</b> 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27,
	e. Establish and maintain a formal style.	BL TRS: <b>UNIT 1:</b> Week 2: 14; <b>UNIT 2:</b> Week 2: 10, 13, 14; <b>UNIT 4:</b> Week 2: 10, 14; <b>UNIT 5:</b> Week 2: 5, 8; <b>UNIT 6:</b> Week 2: 14; <b>UNIT 7:</b> Week 2: 5, 8; Unit 7 Cross-Curricular Connections; <b>UNIT 8:</b> Week 2: 10, 13; Unit 8 Cross-Curricular Connections; <b>UNIT 9:</b> Week 2: 10, 13 BWW TRS: <b>UNIT 1:</b> 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 <b>UNIT 3:</b> 3, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 <b>UNIT 5:</b> 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 <u>Writing to Sources Handbook:</u> 6, 10, 12, 16, 18, 20, 24
	f. Provide a concluding statement or section that follows from the information or explanation presented.	BL TRS: <b>UNIT 1:</b> Week 2: 14; <b>UNIT 2:</b> Week 2: 10, 13, 14; <b>UNIT 4:</b> Week 2: 10, 14; <b>UNIT 5:</b> Week 2: 5, 8; <b>UNIT 6:</b> Week 2: 14; <b>UNIT 7:</b> Week 2: 5, 8; Unit 7 Cross-Curricular Connections; <b>UNIT 8:</b> Week 2: 10, 13; Unit 8 Cross-Curricular Connections; <b>UNIT 9:</b> Week 2: 10, 13 BWW TRS: <b>UNIT 1:</b> 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 <b>UNIT 3:</b> 3, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 <b>UNIT 5:</b> 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 <u>Writing to Sources Handbook:</u> 6, 10, 12, 16, 18, 20, 24
ELACC 6.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	BL TRS: Unit 3 Cross-Curricular Connections
	a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally	BL TRS: <b>UNIT 1:</b> Week 2: 5, 8, 14; <b>UNIT 3:</b> Week 2: 10, 13; <b>UNIT 4:</b> Week 2: 5, 8; <b>UNIT 5:</b> Week 2: 14; <b>UNIT 6:</b> Week 2: 5, 8; <b>UNIT 7:</b> Week 2: 10, 13; <b>UNIT 8:</b> Week 2: 14; <b>UNIT 9:</b> Week 2: 5, 8

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	and logically.	Writing to Sources Handbook: 4, 8, 10, 14, 16, 20, 24
	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	BL TRS: <b>UNIT 1:</b> Week 2: 5, 8, 14; <b>UNIT 3:</b> Week 2: 10, 13; <b>UNIT 4:</b> Week 2: 5, 8; <b>UNIT 5:</b> Week 2: 14; <b>UNIT 6:</b> Week 2: 5, 8; <b>UNIT 7:</b> Week 2: 10, 13; <b>UNIT 8:</b> Week 2: 14; <b>UNIT 9:</b> Week 2: 5, 8 Writing to Sources Handbook: 4, 8, 10, 14, 16, 20, 24
	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	BL TRS: <b>UNIT 1:</b> Week 2: 5, 8, 14; <b>UNIT 3:</b> Week 2: 10, 13; <b>UNIT 4:</b> Week 2: 5, 8; <b>UNIT 5:</b> Week 2: 14; <b>UNIT 6:</b> Week 2: 5, 8; <b>UNIT 7:</b> Week 2: 10, 13; <b>UNIT 8:</b> Week 2: 14; <b>UNIT 9:</b> Week 2: 5, 8 Writing to Sources Handbook: 4, 8, 10, 14, 16, 20, 24
	d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	BL TRS: <b>UNIT 1:</b> Week 2: 5, 8, 14; <b>UNIT 3:</b> Week 2: 10, 13; <b>UNIT 4:</b> Week 2: 5, 8; <b>UNIT 5:</b> Week 2: 14; <b>UNIT 6:</b> Week 2: 5, 8; <b>UNIT 7:</b> Week 2: 10, 13; <b>UNIT 8:</b> Week 2: 14; <b>UNIT 9:</b> Week 2: 5, 8 Writing to Sources Handbook: 4, 8, 10, 14, 16, 20, 24
	e. Provide a conclusion that follows from the narrated experiences or events.	BL TRS: <b>UNIT 1:</b> Week 2: 5, 8, 14; <b>UNIT 3:</b> Week 2: 10, 13; <b>UNIT 4:</b> Week 2: 5, 8; <b>UNIT 5:</b> Week 2: 14; <b>UNIT 6:</b> Week 2: 5, 8; <b>UNIT 7:</b> Week 2: 10, 13; <b>UNIT 8:</b> Week 2: 14; <b>UNIT 9:</b> Week 2: 5, 8 Writing to Sources Handbook: 4, 8, 10, 14, 16, 20, 24
	<b>Production and Distribution of Writing</b>	
ELACC 6.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	BL TRS: <b>UNIT 1:</b> Week 2: 5, 8, 10, 13, 14; Unit 1 Cross-Curricular Connections; <b>UNIT 2:</b> Week 2: 5, 8, 10, 13, 14; <b>UNIT 3:</b> Week 2: 5, 8, 10, 13, 14; Unit 3 Cross-Curricular Connections; <b>UNIT 4:</b> Week 2: 5, 8, 10, 13, 14; Unit 4 Cross-Curricular Connections; <b>UNIT 5:</b> Week 2: 5, 8, 10, 13, 14; Unit 5 Cross-Curricular Connections; <b>UNIT 6:</b> Week 2: 5, 8, 10, 13, 14; <b>UNIT 7:</b> Week 2: 5, 8, 10, 13, 14; <b>UNIT 8:</b> Week 2: 5, 8, 10, 13, 14; <b>UNIT 9:</b> Week 2: 5, 8, 10, 13, 14; <b>UNIT 10:</b> Week 2: 5, 8, 10, 13, 14 BWW TRS: <b>UNIT 1:</b> 10, 11, 21, 27, 31, 33, 35, 37, 45, 47 <b>UNIT 2:</b> 5, 7, 10, 11, 14–15, 25, 37, 39, 50–51 <b>UNIT 3:</b> 5, 11, 15, 21, 22–23, 25, 26–27, 31, 35, 37, 39, 41 <b>UNIT 4:</b> 9, 11, 15, 25, 27, 31, 35, 37, 39, 47 <b>UNIT 5:</b> 5, 7, 9, 11, 25, 31, 35, 37, 39, 43, 49 Writing to Sources Handbook: 4, 6, 8, 10, 14, 16, 20, 24
ELACC 6.W.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.)	BL TRS: <b>UNIT 1:</b> Week 1: 13; Week 2: 8, 13, 14; <b>UNIT 2:</b> Week 1: 13; Week 2: 8, 13, 14; <b>UNIT 3:</b> Week 1: 13; Week 2: 8, 13, 14; Unit 3 Cross-Curricular Connections; <b>UNIT 4:</b> Week 1: 13; Week 2: 8, 13, 14; <b>UNIT 5:</b> Week 1: 13; Week 2: 8, 13, 14; <b>UNIT 6:</b> Week 1: 13; Week 2: 8, 13, 14; <b>UNIT 7:</b> Week 1: 13; Week 2: 8, 13, 14; <b>UNIT 8:</b> Week 1: 13; Week 2: 8, 13, 14; <b>UNIT 9:</b> Week 1: 13; Week 2: 8, 13, 14; <b>UNIT 10:</b> Week 1: 13; Week 2: 8, 13, 14 BWW TRS: <b>UNIT 1:</b> 9, 12–13, 18–19, 21, 22, 23, 27, 31, 33, 35, 36, 37, 44, 45, 47 <b>UNIT 2:</b> 3, 12–13, 17, 22–23, 25, 27, 31, 34, 35, 37, 39, 40, 41, 47, 48, 49, 51 <b>UNIT 3:</b> 9, 12–13, 15, 17, 19, 21, 23, 25, 27, 31, 35, 37, 39, 40, 41, 45, 47, 48, 49, 51 <b>UNIT 4:</b> 3, 5, 9, 11, 12–13, 15, 17, 21, 22–23, 25, 26, 27, 29, 31, 35, 37, 39, 40, 41, 43, 48, 49, 51 <b>UNIT 5:</b> 7, 12–13, 15, 17, 21, 22–23, 25, 27, 31, 35, 37, 39, 40, 41, 47, 48, 49 Writing to Sources Handbook: 24
ELACC 6.W.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	BL TRS: <b>UNIT 1:</b> Week 2: 14; Unit 1 Cross-Curricular Connections; <b>UNIT 2:</b> Week 2: 14; Unit 2 Cross-Curricular Connections; <b>UNIT 3:</b> Week 2: 14; Unit 3 Cross-Curricular Connections; <b>UNIT 4:</b> Week 2: 14; Unit 4 Cross-Curricular Connections; <b>UNIT 5:</b> Week 2: 14; Unit 5 Cross-Curricular Connections; <b>UNIT 6:</b> Week 2: 14; <b>UNIT 7:</b> Week 2: 14; <b>UNIT 8:</b> Week 2: 14; <b>UNIT 9:</b> Week 2: 14; <b>UNIT 10:</b> Week 2: 14 BWW TRS: <b>UNIT 3:</b> 16–17 <b>UNIT 4:</b> 50–51 <b>UNIT 5:</b> 21
	<b>Research to Build and Present Knowledge</b>	
ELACC 6.W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	BL TRS: Unit 2 Cross-Curricular Connections; Unit 6 Cross-Curricular Connections; Unit 7 Cross-Curricular Connections; Unit 8 Cross-Curricular Connections; Unit 9 Cross-Curricular Connections BWW TRS: <b>UNIT 2:</b> 8, 9, 16–17, 20–21 <b>UNIT 3:</b> 8, 9, 11, 16–17, 21, 22–23, 26–27 <b>UNIT 4:</b> 8, 9, 16–17, 20–21 <b>UNIT 5:</b> 8, 9, 16–17, 20,

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ELACC 6.W.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	BWW TRS: <b>UNIT 2:</b> 21 <b>UNIT 3:</b> 16–17, 20–21, 22–23 <b>UNIT 4:</b> 16–17, 20–21 <b>UNIT 5:</b> 16–17, 20–21, 22–23
ELACC 6.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	a. Apply <i>grade 6 Reading Standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	BL TRS: <b>UNIT 1:</b> Week 2: 14; <b>UNIT 2:</b> Week 2: 14; <b>UNIT 3:</b> Week 2: 14; <b>UNIT 4:</b> Week 2: 14; <b>UNIT 5:</b> Week 2: 14; <b>UNIT 6:</b> Week 2: 14; <b>UNIT 7:</b> Week 2: 14; <b>UNIT 8:</b> Week 2: 14; <b>UNIT 9:</b> Week 2: 14; <b>UNIT 10:</b> Week 2: 14 <u>Writing to Sources Handbook:</u> 24
	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”).	BL TRS: <b>UNIT 1:</b> Week 2: 14; <b>UNIT 2:</b> Week 2: 14; <b>UNIT 3:</b> Week 2: 14; <b>UNIT 4:</b> Week 2: 14; <b>UNIT 5:</b> Week 2: 14; <b>UNIT 6:</b> Week 2: 14; <b>UNIT 7:</b> Week 2: 14; <b>UNIT 8:</b> Week 2: 14; <b>UNIT 9:</b> Week 2: 14; <b>UNIT 10:</b> Week 2: 14 <u>Writing to Sources Handbook:</u> 24
	Range of Writing	
ELACC 6.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	BL TRS: <b>UNIT 1:</b> Week 2: 2, 3, 6, 7, 13; Week 2: 5, 7, 10, 13; Week 3: 2, 8; <b>UNIT 2:</b> Week 2: 2, 3, 6, 7, 13; Week 2: 5, 7, 10, 13; Week 3: 2, 8; <b>UNIT 3:</b> Week 2: 2, 3, 6, 7, 13; Week 2: 5, 7, 10, 13; Week 3: 2, 8; <b>UNIT 4:</b> Week 2: 2, 3, 6, 7, 13; Week 2: 5, 7, 10, 13; Week 3: 2, 8; <b>UNIT 5:</b> Week 2: 2, 3, 6, 7, 13; Week 2: 5, 7, 10, 13; Week 3: 2, 8; <b>UNIT 6:</b> Week 2: 2, 3, 6, 7, 13; Week 2: 5, 7, 10, 13; Week 3: 2, 8; <b>UNIT 7:</b> Week 2: 2, 3, 6, 7, 13; Week 2: 5, 7, 10, 13; Week 3: 2, 8; Unit 7 Cross-Curricular Connections; <b>UNIT 8:</b> Week 2: 2, 3, 6, 7, 13; Week 2: 5, 7, 10, 13; Week 3: 2, 8; <b>UNIT 9:</b> Week 2: 2, 3, 6, 7, 13; Week 2: 5, 7, 10, 13; Week 3: 2, 8; <b>UNIT 10:</b> Week 2: 2, 3, 6, 7, 13; Week 2: 5, 7, 10, 13; Week 3: 2, 8 BWW TRS: <b>UNIT 1:</b> 7 <u>Writing to Sources Handbook:</u> 4, 6, 8, 10, 12, 14, 16, 18, 20, 24

ELA CCSS - Grade Six		
Title of Program : <u>Benchmark Literacy</u>		
Category 1: <u>CCSS English Language Arts and Literacy K-5/6</u>		
Publisher Name: <u>Benchmark Education Company</u> Date of Copyright: <u>2014</u>		
Sixth Grade Speaking and Listening (SL)		
Standard Number	Standard	Where Taught  BL TRS = Benchmark Literacy Teacher Resource System BWW TRS = Benchmark Writer's Workshop Teacher Resource System Extend 4 = Word Study & Vocabulary Extend 4
	Comprehension and Collaboration	
ELACC 6.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	<u>BL TRS:</u> Unit 2 Cross-Curricular Connections
	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.	BL TRS: <b>UNIT 1:</b> Week 1: 3, 5, 7, 9, 10, 12, 13; Week 2: 4, 6, 7, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; <b>UNIT 2:</b> Week 1: 3, 5, 7, 9, 10, 12, 13; Week 2: 4, 6, 7, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; <b>UNIT 3:</b> Week 1: 3, 5, 7, 9, 10, 12, 13; Week 2: 4, 6, 7, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; <b>UNIT 4:</b> Week 1: 3, 5, 7, 9, 10, 12, 13; Week 2: 4, 6, 7, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; <b>UNIT 5:</b> Week 1: 3, 5, 7, 9, 10, 12, 13; Week 2: 4, 6, 7, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; <b>UNIT 6:</b> Week 1: 3, 5, 7, 9, 10, 12, 13; Week 2: 4, 6, 7, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; Unit 6 Cross-Curricular Connections; <b>UNIT 7:</b> Week 1: 3, 5, 7, 9, 10, 12, 13; Week 2: 4, 6, 7, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; Unit 7 Cross-Curricular Connections; <b>UNIT 8:</b> Week 1: 3, 5, 7, 9, 10, 12, 13; Week 2: 4, 6, 7, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; <b>UNIT 9:</b> Week 1: 3, 5, 7, 9, 10, 12, 13; Week 2: 4, 6, 7, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; <b>UNIT 10:</b> Week 1: 3, 5, 7, 9, 10, 12, 13; Week 2: 4, 6, 7, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13 <u>BWW TRS:</u> <b>UNIT 1:</b> 7
	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	BL TRS: <b>UNIT 1:</b> Week 1: 2, 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; <b>UNIT 2:</b> Week 1: 2, 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; <b>UNIT 3:</b> Week 1: 2, 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; <b>UNIT 4:</b> Week 1: 2, 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; <b>UNIT 5:</b> Week 1: 2, 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; <b>UNIT 6:</b> Week 1: 2, 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; Unit 6 Cross-Curricular Connections; <b>UNIT 7:</b> Week 1: 2, 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; Unit 7 Cross-Curricular Connections; <b>UNIT 8:</b> Week 1: 2, 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; <b>UNIT 9:</b> Week 1: 2, 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; <b>UNIT 10:</b> Week 1: 2, 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13 <u>BWW TRS:</u> <b>UNIT 1:</b> 3, 4, 5, 6, 9, 10, 11, 12–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 44, 45, 46, 47 <b>UNIT 2:</b> 3, 4, 5, 6, 7, 9, 10, 11, 12–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 <b>UNIT 3:</b> 3, 4, 5, 6, 9, 10–11, 12–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 48, 49, 51 <b>UNIT 4:</b> 2, 3, 4, 5, 6, 7, 9, 10–11, 12–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 <b>UNIT 5:</b> 2, 3, 4, 5, 6, 7, 9, 10–11, 12–13, 15,

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	<b>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</b>	<u>BL TRS:</u> <b>UNIT 1:</b> Week 1: 2, 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; <b>UNIT 2:</b> Week 1: 2, 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; <b>UNIT 3:</b> Week 1: 2, 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; <b>UNIT 4:</b> Week 1: 2, 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; <b>UNIT 5:</b> Week 1: 2, 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; <b>UNIT 6:</b> Week 1: 2, 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; Unit 6 Cross-Curricular Connections; <b>UNIT 7:</b> Week 1: 2, 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; Unit 7 Cross-Curricular Connections; <b>UNIT 8:</b> Week 1: 2, 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; <b>UNIT 9:</b> Week 1: 2, 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; <b>UNIT 10:</b> Week 1: 2, 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13 <u>BWW TRS:</u> <b>UNIT 1:</b> 3, 4, 5, 6, 9, 10, 11, 12–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 44, 45, 46, 47 <b>UNIT 2:</b> 3, 4, 5, 6, 7, 9, 10, 11, 12–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 <b>UNIT 3:</b> 3, 4, 5, 6, 9, 10–11, 12–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 48, 49, 51 <b>UNIT 4:</b> 2, 3, 4, 5, 6, 7, 9, 10–11, 12–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 <b>UNIT 5:</b> 2, 3, 4, 5, 6, 7, 9, 10–11, 12–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 48, 49, 51
	<b>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</b>	<u>BL TRS:</u> <b>UNIT 1:</b> Week 1: 3, 4, 6, 7, 8, 9, 10, 12, 13; Week 2: 4, 6, 7, 9, 11, 14; Week 3: 5, 7, 8, 10, 13; <b>UNIT 2:</b> Week 1: 3, 4, 6, 7, 8, 9, 10, 12, 13; Week 2: 4, 6, 7, 9, 11, 14; Week 3: 5, 7, 8, 10, 13; <b>UNIT 3:</b> Week 1: 3, 4, 6, 7, 8, 9, 10, 12, 13; Week 2: 4, 6, 7, 9, 11, 14; Week 3: 5, 7, 8, 10, 13; <b>UNIT 4:</b> Week 1: 3, 4, 6, 7, 8, 9, 10, 12, 13; Week 2: 4, 6, 7, 9, 11, 14; Week 3: 5, 7, 8, 10, 13; <b>UNIT 5:</b> Week 1: 3, 4, 6, 7, 8, 9, 10, 12, 13; Week 2: 4, 6, 7, 9, 11, 14; Week 3: 5, 7, 8, 10, 13; <b>UNIT 6:</b> Week 1: 3, 4, 6, 7, 8, 9, 10, 12, 13; Week 2: 4, 6, 7, 9, 11, 14; Week 3: 5, 7, 8, 10, 13; <b>UNIT 7:</b> Week 1: 3, 4, 6, 7, 8, 9, 10, 12, 13; Week 2: 4, 6, 7, 9, 11, 14; Week 3: 5, 7, 8, 10, 13; <b>UNIT 8:</b> Week 1: 3, 4, 6, 7, 8, 9, 10, 12, 13; Week 2: 4, 6, 7, 9, 11, 14; Week 3: 5, 7, 8, 10, 13; <b>UNIT 9:</b> Week 1: 3, 4, 6, 7, 8, 9, 10, 12, 13; Week 2: 4, 6, 7, 9, 11, 14; Week 3: 5, 7, 8, 10, 13; <b>UNIT 10:</b> Week 1: 3, 4, 6, 7, 8, 9, 10, 12, 13; Week 2: 4, 6, 7, 9, 11, 14; Week 3: 5, 7, 8, 10, 13 <u>BWW TRS:</u> <b>UNIT 1:</b> 3, 4, 5, 6, 7, 9, 10, 11, 12–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 44, 45, 46, 47 <b>UNIT 2:</b> 3, 4, 5, 6, 7, 9, 10, 11, 12–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 <b>UNIT 3:</b> 3, 4, 5, 6, 7, 9, 10–11, 12–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 48, 49, 51 <b>UNIT 4:</b> 2, 3, 4, 5, 6, 7, 9, 10–11, 12–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 51 <b>UNIT 5:</b> 2, 3, 4, 5, 6, 7, 9, 10–11, 12–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 48, 49, 51
ELACC 6.SL.2	<b>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</b>	<u>BL TRS:</u> <b>UNIT 1:</b> Week 1: 5; Week 2: 4; Week 3: 2, 8; Unit 1 Cross-Curricular Connections; <b>UNIT 2:</b> Week 1: 5; Week 2: 4; Week 3: 2, 8; <b>UNIT 3:</b> Week 1: 5; Week 2: 4; Week 3: 2, 8; <b>UNIT 4:</b> Week 1: 5; Week 2: 4; Week 3: 2, 8; <b>UNIT 5:</b> Week 1: 5; Week 2: 4; Week 3: 2, 8; <b>UNIT 6:</b> Week 1: 5; Week 2: 4; Week 3: 2, 8; <b>UNIT 7:</b> Week 1: 5; Week 2: 4; Week 3: 2, 8; <b>UNIT 8:</b> Week 1: 5; Week 2: 4; Week 3: 2, 8; <b>UNIT 9:</b> Week 1: 5; Week 2: 4; Week 3: 2, 8; <b>UNIT 10:</b> Week 1: 5; Week 2: 4; Week 3: 2, 8 <u>BWW TRS:</u> <b>UNIT 1:</b> 3, 5, 6, 11, 14, 17, 20–21, 25, 26, 30–31, 32, 34–35, 44 <b>UNIT 2:</b> 3, 4–5, 7, 8, 11, 14–15, 24, 30, 34, 36, 38, 39, 48, 51 <b>UNIT 3:</b> 3, 4, 5, 6, 7, 8, 10–11, 14, 15, 19, 24, 30, 33, 34, 36, 38, 43, 48 <b>UNIT 4:</b> 4, 5, 6, 7, 8, 10–11, 14, 15, 24, 29, 30, 38–39, 43, 45, 47, 48, 49 <b>UNIT 5:</b> 4–5, 6–7, 8, 10–11, 14–15, 30, 34, 36, 37, 38, 40, 48
ELACC 6.SL.3	<b>Delineate a speaker’s argument and specific claims, distinguishing claims</b>	<u>BWW TRS:</u> <b>UNIT 4:</b> 3



Correlated to the English Language Arts Common Core Standards

	that are supported by reasons and evidence from claims that are not.	
	Presentation of Knowledge and Ideas	
ELACC 6.SL.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.	BL TRS: Unit 2 Cross-Curricular Connections; Unit 3 Cross-Curricular Connections; Unit 4 Cross-Curricular Connections; Unit 5 Cross-Curricular Connections; Unit 6 Cross-Curricular Connections; Unit 7 Cross-Curricular Connections; Unit 8 Cross-Curricular Connections; Unit 9 Cross-Curricular Connections; <b>UNIT 10:</b> Week 3: 3 BWW TRS: <b>UNIT 1:</b> 3, 4, 5, 6, 9, 10, 11, 12–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 44, 45, 46, 47 <b>UNIT 2:</b> 3, 4, 5, 6, 7, 9, 10, 11, 12–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 <b>UNIT 3:</b> 3, 4, 5, 6, 7, 9, 10–11, 12–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 48, 49, 51 <b>UNIT 4:</b> 3, 4, 5, 6, 7, 9, 10–11, 12–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 <b>UNIT 5:</b> 2, 3, 4, 5, 6, 7, 9, 10–11, 12–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 48, 49, 51
ELACC 6.SL.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	BL TRS: Unit 1 Cross-Curricular Connections; Unit 2 Cross-Curricular Connections; Unit 3 Cross-Curricular Connections; Unit 4 Cross-Curricular Connections; Unit 5 Cross-Curricular Connections; Unit 6 Cross-Curricular Connections; Unit 7 Cross-Curricular Connections; Unit 8 Cross-Curricular Connections; Unit 9 Cross-Curricular Connections BWW TRS: <b>UNIT 1:</b> 3, 8, 9, 15, 19, 43 <b>UNIT 2:</b> 9, 15, 23, 26–27 <b>UNIT 3:</b> 3, 7, 9, 15, 23, 50, 51 <b>UNIT 4:</b> 9, 13, 20, 21, 23, 25, 39 <b>UNIT 5:</b> 23, 31, 50, 51
ELACC 6.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language Standards 1 and 3 for specific expectations.)	BL TRS: <b>UNIT 1:</b> Week 3: 2, 5, 6, 12; <b>UNIT 2:</b> Week 3: 2, 5, 6, 12; <b>UNIT 3:</b> Week 3: 2, 5, 6, 12; Unit 3 Cross-Curricular Connections; <b>UNIT 4:</b> Week 3: 2, 5, 6, 12; <b>UNIT 5:</b> Week 3: 2, 5, 6, 12; <b>UNIT 6:</b> Week 3: 2, 5, 6, 12; <b>UNIT 7:</b> Week 3: 2, 5, 6, 12; <b>UNIT 8:</b> Week 3: 2, 5, 6, 12; <b>UNIT 9:</b> Week 3: 2, 5, 6, 12; Unit 9 Cross-Curricular Connections; <b>UNIT 10:</b> Week 3: 2, 5, 6, 12

ELA CCSS - Grade Six		
Title of Program : <u>Benchmark Literacy</u>		
Category 1: <u>CCSS English Language Arts and Literacy K-5/6</u>		
Publisher Name: <u>Benchmark Education Company</u> Date of Copyright: <u>2014</u>		
Sixth Grade Language (L)		
Standard Number	Standard	Where Taught (If print component, cite page number, if non-print cite appropriate location.)
	Conventions of Standard English	
ELACC 6.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
	a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	BWW TRS: <b>UNIT 1:</b> 37
	b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).	Writing to Sources Handbook: 29
	c. Recognize and correct inappropriate shifts in pronoun number and person.*	BWW TRS: <b>UNIT 2:</b> 40, 41
	d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	Writing to Sources Handbook: 32
	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.*	Writing to Sources Handbook: 33
ELACC 6.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
	a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	BWW TRS: <b>UNIT 2:</b> 47 <b>UNIT 3:</b> 44, 45
	b. Spell correctly.	BWW TRS: <b>UNIT 1:</b> 42, 43 <b>UNIT 2:</b> 28, 29, 33, 42, 43 <b>UNIT 3:</b> 48, 49 <b>UNIT 5:</b> 28, 29, 32, 33, 42, 43 Extend 4: Skill bags 1-32
	Knowledge of Language	
ELACC 6.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
	a. Vary sentence patterns for meaning, reader/listener interest, and style.*	BWW TRS: <b>UNIT 1:</b> 32, 33 <b>UNIT 2:</b> 45 <b>UNIT 3:</b> 24, 25, 26–27, 30, 31, 38, 39, 40, 41 <b>UNIT 4:</b> 36, 37 <b>UNIT 5:</b> 26, 27, 34, 35
	b. Maintain consistency in style and tone.*	BWW TRS: <b>UNIT 1:</b> 36.37 <b>UNIT 3:</b> 34, 35 <b>UNIT 4:</b> 34, 35 <b>UNIT 5:</b> 36, 37
	Vocabulary Acquisition and Use	
ELACC 6.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	
	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.	BL TRS: <b>UNIT 1:</b> Week 2: 4, 6; <b>UNIT 2:</b> Week 2: 9; <b>UNIT 4:</b> Week 3: 10; <b>UNIT 5:</b> Week 3: 10; <b>UNIT 6:</b> Week 2: 4, 6, 9, 11; <b>UNIT 7:</b> Week 2; 6; <b>UNIT 8:</b> Week 2: 6, 9; Week 3: 10; <b>UNIT 9:</b> Week 2: 6, 9
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i> ).	BL TRS: <b>UNIT 1:</b> Week 2: 4; <b>UNIT 8:</b> Week 2: 9; <b>UNIT 9:</b> Week 2: 6 BWW TRS: <b>UNIT 1:</b> 6–7 Extend 4: Skill Bags 24-29
	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	BL TRS: <b>UNIT 6:</b> Week 2: 6; <b>UNIT 8:</b> Week 2: 9 BWW TRS: <b>UNIT 3:</b> 49 <b>UNIT 4:</b> 5 <b>UNIT 5:</b> 49

Correlated to the English Language Arts Common Core Standards

	of speech.	
	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).	BL TRS: <b>UNIT 7:</b> Week 2: 4
ELACC 6.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	BL TRS: <b>UNIT 1:</b> Week 3: 10; <b>UNIT 3:</b> Week 3: 10; <b>UNIT 4:</b> Week 3: 10; <b>UNIT 7:</b> Week 3: 10
	a. Interpret figures of speech (e.g., personification) in context.	BL TRS: <b>UNIT 4:</b> Week 2: 9
	b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	BL TRS: <b>UNIT 2:</b> Week 2: 6, 9; <b>UNIT 3:</b> Week 3: 9 <u>Extend 4:</u> Skill Bags 18-23
	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).	BL TRS: <b>UNIT 2:</b> Week 3: 10; <b>UNIT 3:</b> Week 2: 6; <b>UNIT 8:</b> Week 2: 6; <b>UNIT 10:</b> Week 3: 10
ELACC 6.L.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.	BWW TRS: <b>UNIT 1:</b> 5, 7, 14–15, 16, 17, 25, 28, 29, 30–31, 33, 38, 39, 40, 41, 43 <b>UNIT 2:</b> 7, 18–19, 20–21, 24, 25, 26–27, 28, 29, 30, 31, 32–33, 39, 42, 43, 51 <b>UNIT 3:</b> 14, 15, 16–17, 19, 28, 29, 33, 35, 36, 37, 42, 43, 46–47 <b>UNIT 4:</b> 5, 15, 18–19, 24, 25, 28, 29, 30, 31, 32–33, 34–35, 38–39, 42, 43, 44, 45, 46, 47, 48, 49, 51 <b>UNIT 5:</b> 3, 14–15, 18–19, 24, 25, 28, 29, 30, 31, 32, 33, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47