

English Language Arts Benchmarks for Grade 6

Reading Standards for Literature
Strand: Key Ideas and Details (KID)
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Cite two or more pieces of evidence from a story, drama, or poem to support the explicit meaning of the text
Cite two or more pieces of evidence to support an inference drawn from a story, drama, or poem
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.
Infer a theme from a story, drama, or poem using two or more pieces of evidence provided in the text
Relate a theme in a story, drama, or poem to the key details that support it
Create an unbiased summary of a story, drama, or poem
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.
Describe the development of the plot over the course of a story or drama
Describe the response of characters as the plot moves toward resolution in a story or drama
Strand: Craft and Structure (CAS)
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.
Determine the meaning of words and phrases that are used figuratively in a story, drama, or poem
Locate words and phrases that are used figuratively in a story, drama, or poem
Determine the meaning of words and phrases that have connotative meanings in a story, drama, or poem
Locate words and phrases that are used connotatively in a story, drama, or poem
Analyze the impact of an author's choice of words on the tone of a story, drama, or poem
Analyze the impact of the author's choice of words on the meaning of a story, drama, or poem

Determine the meaning of words and phrases in a story, drama, or poem
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.
Relate the overall structure of a story, drama, or poem to its theme, setting or plot
Analyze how an author uses theme, setting, and plot in a story, drama, or poem to create meaning
Describe the development of the theme, setting, and plot by using a chapter in a story
Describe the development of the theme, setting, and plot by using a scene in a drama
Describe the development of the theme, setting, and plot by using a stanza from a poem
Relate the author's use of sentences, chapters, scenes, and stanzas to the overall structure of a story, drama, or poem
6. Explain how an author develops the point of view of the narrator or speaker in a text.
Describe how an author develops the point of view of a narrator/ speaker over the course of a story, drama, or poem
Strand: Integration of Knowledge and Ideas (IKI)
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.
Compare and contrast the experience of reading a text to listening or viewing the same story, drama, or poem
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.
Compare and contrast the treatment of similar themes/topics in different literary forms or genres

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Reading Standards for Informational Text
Strand: Key Ideas and Details (KID)
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Cite two or more pieces of evidence from a multiparagraph informational text to support the explicit meaning of the text
Determine a key idea using two or more pieces of evidence provided in a multiparagraph informational text
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.
Relate the key idea of a multiparagraph informational text to the key details that support it
Create an unbiased summary of a multiparagraph informational text
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).
Describe the development of a key individual over the course of a multiparagraph informational text
Describe the development of a key event over the course of a multiparagraph informational text
Describe the development of a key idea over the course of a multiparagraph informational text
Strand: Craft and Structure (CAS)
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Determine the meaning of words and phrases that are used figuratively in an informational text
Identify the use of language that has figurative meanings in an informational text
Determine the meaning of words and phrases that have connotative meanings in an informational text
Identify the use of language that has connotative meanings in an informational text
Determine the meaning of words and phrases that have technical meanings in an informational text
Identify the use of language that has technical meanings in an informational text

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.
Analyze how the use of particular sentences, paragraphs, chapters, or sections relate to the structure of an informational text
Analyze how the structure of an information text contributes to the development of ideas in an informational text
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Identify an author's point of view or purpose in an informational text
Explain how an author's point of view or purpose contributes to the development of ideas in an informational text
Strand: Integration of Knowledge and Ideas (IKI)
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.
Integrate information from different media and informational texts to create meaning about a topic or issue
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.
Evaluate an argument presented in an informational text
Cite claims in support of an argument presented in an informational text
Evaluate the specific claims of an argument as presented in an informational text
Cite reasons and evidence that support a claim in an informational text
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).
Compare and contrast two authors' presentations of similar events in informational texts

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Writing Standards
Strand: <i>Text Types and Purposes (TTP)</i>
1. Write arguments to support claims with clear reasons and relevant evidence.
Introduce claim(s) when writing an argumentative essay
Organize reasons and evidence clearly when writing an argumentative essay
Cite clear reasons and relevant evidence to support claims when writing an argumentative essay
Use credible sources when writing an argumentative essay
Write accurately about a topic or text when writing an argumentative essay
Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons when writing an argumentative essay
Maintain a formal style when writing an argumentative essay
Write a concluding statement or section related to the argument presented when writing an argumentative essay
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Introduce a topic when writing an informative/explanatory text
Use strategies to organize ideas, concepts, and information when writing an informative/explanatory text
Use a variety of methods to aid comprehension when writing an informative/explanatory text
Develop a topic with relevant information and examples when writing an informative/explanatory text
Use appropriate transitions to clarify the relationships among ideas and concepts when writing an informative/explanatory text
Use precise language and domain-specific vocabulary to explain a topic when writing an informative/explanatory text
Maintain a formal style when writing an informative/explanatory text
Write a concluding statement or section that follows from the information presented when writing an informative/explanatory text
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Introduce a narrator and/or characters when writing a narrative
Organize an event sequence that unfolds naturally and logically when

writing a narrative
Orient the reader by establishing a context when writing a narrative
Develop experiences, events, and/or characters when writing a narrative
Use a variety of transition words, phrases, and clauses to convey sequence when writing a narrative
Use a variety of transition words, phrases, and clauses to signal shifts from one time frame or setting to another when writing a narrative
Use appropriate language to convey experiences and events when writing a narrative
Write a conclusion that follows from the narrated events when writing a narrative
Strand: <i>Production and Distribution of Writing (PDW)</i>
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 Writing Standards 1–3.)
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
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.)
Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
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.
Use technology to produce and publish writing
Use technology to collaborate with others when producing and publishing writing
Display sufficient command of keyboarding skills
Strand: <i>Research to Build and Present Knowledge (RBK)</i>
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
Conduct short research projects to answer a question
Find several sources of information that focus an inquiry during a short research project

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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.

Gather relevant information from multiple print and digital sources for use in a short research project

Evaluate the credibility of each source of information considered for use in a short research project

Quote sources of information appropriately to avoid plagiarism in a short research project

Paraphrase sources of information to avoid plagiarism in a short research project

Find basic bibliographic information for sources used in a short research project

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Use Reading Standards for Literature to support analysis, reflection, and research for a short research project

Use Reading Standards for Informational Text to support analysis, reflection, and research for a short research project

Speaking and Listening Standards

Strand: Comprehension and Collaboration (CAC)

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.

Prepare for group discussion by reading or studying required material

Provide evidence about a topic based on preparation during a group discussion

Follow rules established for a collegial group discussion

Set specific goals and deadlines in a group discussion

Define individual roles as needed in a group discussion

Ask detailed questions that contribute to a group discussion

Respond in detail to specific questions that contribute to a group discussion

Summarize the key ideas expressed in a group discussion

Develop conclusions based on information provided during a group discussion

Apply information presented in diverse media and formats to a topic under discussion

2. 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.

Analyze how information presented in diverse media and formats contributes to a topic in a group discussion

3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Describe a speaker's arguments and claims presented orally

Distinguish between an orally presented claim that is supported and unsupported by evidence

Strand: Presentation of Knowledge and Ideas (PKI)

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.

Sequence ideas logically in presenting claims and findings in an oral presentation

Emphasize main ideas or themes by using pertinent descriptions, facts, and details in an oral presentation

Use appropriate eye contact, volume, and pronunciation when presenting orally

5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Present information in an oral presentation using multimedia components

Present information in an oral presentation using visual displays

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.)

Adapt a speech to a variety of contexts and tasks

Use formal English in an oral presentation when it is appropriate to the task and situation

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Strand: <i>Conventions of Standard English (CSE)</i>
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Use the proper case of pronouns when writing or speaking
Use intensive pronouns when writing or speaking
Edit writing with inappropriate shifts in pronoun number and person
Edit writing with vague pronouns
Distinguish between the use and non-use of standard English in writing speaking
Develop strategies to improve expression of conventional language when writing or speaking
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use commas, parentheses, and dashes to set off nonrestrictive/parenthetical elements when writing
Spell grade-appropriate words correctly when writing
Strand: <i>Knowledge of Language (KOL)</i>
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Vary sentence patterns for meaning when writing or speaking
Vary sentence patterns for reader/listener interest when writing or speaking
Vary sentence patterns for style when writing or speaking
Maintain a consistent style and tone when writing or speaking
Strand: <i>Vocabulary Acquisition and Use (VAU)</i>
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.
Determine the meaning of a word or phrase by using context clues
Determine the meaning of a word using grade-appropriate Greek or Latin affixes and roots as clues.
Find the pronunciation of a word by consulting reference materials
Clarify the precise meaning of a word by consulting reference materials
Clarify the part of speech of a word by consulting reference materials
Verify the preliminary determination of the meaning of a word or phrase using strategies

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Interpret figures of speech in context
Determine the meaning of a word by understanding the category to which it relates
Distinguish between the connotative and denotative definitions of a word
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.
Use general academic words and phrases accurately
Use domain-specific words and phrases accurately
Apply vocabulary knowledge when choosing a word or phrase important for comprehension or expression