

BENCHMARK REPORT
ENGLISH LANGUAGE ARTS
GRADE 6



DOMAIN: Reading Standards for Literature			
Code:	Strand: <i>Key Ideas and Details</i>	Ranking	Completed
6RL1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Priority	
6RL1a	Cite two or more pieces of evidence from a story, drama, or poem to support the explicit meaning of the text		
6RL1b	Cite two or more pieces of evidence to support an inference drawn from a story, drama, or poem		
6RL2	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.	Priority	
6RL2a	Infer a theme from a story, drama, or poem using two or more pieces of evidence provided in the text		
6RL2b	Relate a theme in a story, drama, or poem to the key details that support it		
6RL2c	Create an unbiased summary of a story, drama, or poem		
6RL3	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.	Priority	
6RL3a	Describe the development of the plot over the course of a story or drama		
6RL3b	Describe the response of characters as the plot moves toward resolution in a story or drama		
Code:	Strand: <i>Craft and Structure</i>	Ranking	Completed
6RL4	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.	Priority	
6RL4a	Determine the meaning of words and phrases that are used figuratively in a story, drama, or poem		
6RL4b	Locate words and phrases that are used figuratively in a story, drama, or poem		
6RL4c	Determine the meaning of words and phrases that have connotative meanings in a story, drama, or poem		
6RL4d	Locate words and phrases that are used connotatively in a story, drama, or poem		
6RL4e	Analyze the impact of an author's choice of words on the tone of a story, drama, or poem		
6RL4f	Analyze the impact of the author's choice of words on the meaning of a story, drama, or poem		
6RL4g	Determine the meaning of words and phrases in a story, drama, or poem		
6RL5	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.	Supporting	
6RL5a	Relate the overall structure of a story, drama, or poem to its theme,		

	setting or plot		
6RL5b	Analyze how an author uses theme, setting, and plot in a story, drama, or poem to create meaning		
6RL5c	Describe the development of the theme, setting, and plot by using a chapter in a story		
6RL5d	Describe the development of the theme, setting, and plot by using a scene in a drama		
6RL5e	Describe the development of the theme, setting, and plot by using a stanza from a poem		
6RL5f	Relate the author's use of sentences, chapters, scenes, and stanzas to the overall structure of a story, drama, or poem		
6RL6	Explain how an author develops the point of view of the narrator or speaker in a text.	Priority	
6RL6a	Describe how an author develops the point of view of a narrator/ speaker over the course of a story, drama, or poem		
Code:	Strand: <i>Integration of Knowledge and Ideas</i>	Ranking	Completed
6RL7	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.	Supporting	
6RL7a	Compare and contrast the experience of reading a text to listening or viewing the same story, drama, or poem		
6RL8	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.	Priority	
6RL8a	Compare and contrast the treatment of similar themes/topics in different literary forms or genres		
DOMAIN: Reading Standards for Informational Text			
Code:	Strand: <i>Key Ideas and Details</i>	Ranking	Completed
6RIT1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Priority	
6RIT1a	Cite two or more pieces of evidence from a multiparagraph informational text to support the explicit meaning of the text		
6RIT1b	Determine a key idea using two or more pieces of evidence provided in a multiparagraph informational text		
6RIT2	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.	Priority	
6RIT2a	Relate the key idea of a multiparagraph informational text to the key details that support it		
6RIT2b	Create an unbiased summary of a multiparagraph informational text		
6RIT3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Supporting	
6RIT3a	Describe the development of a key individual over the course of a multiparagraph informational text		

6RIT3b	Describe the development of a key event or idea over the course of a multiparagraph informational text		
Code:	Strand: <i>Craft and Structure</i>	Ranking	Completed
6RIT4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Priority	
6RIT4a	Determine the meaning of words and phrases that are used figuratively in an informational text		
6RIT4b	Identify the use of language that has figurative meanings in an informational text		
6RIT4c	Determine the meaning of words and phrases that have connotative meanings in an informational text		
6RIT4d	Identify the use of language that has connotative meanings in an informational text		
6RIT4e	Determine the meaning of words and phrases that have technical meanings in an informational text		
6RIT4f	Identify the use of language that has technical meanings in an informational text		
6RIT5	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.	Supporting	
6RIT5a	Analyze how the use of particular sentences, paragraphs, chapters, or sections relate to the structure of an informational text		
6RIT5b	Analyze how the structure of an information text contributes to the development of ideas in an informational text		
6RIT6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Priority	
6RIT6a	Identify an author's point of view or purpose in an informational text		
6RIT6b	Explain how an author's point of view or purpose contributes to the development of ideas in an informational text		
Code:	Strand: <i>Integration of Knowledge and Ideas</i>	Ranking	Completed
6RIT7	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.	Supporting	
6RIT7a	Integrate information from different media and informational texts to create meaning about a topic or issue		
6RIT8	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.	Supporting	
6RIT8a	Evaluate an argument presented in an informational text		
6RIT8b	Cite claims in support of an argument presented in an informational text		
6RIT8c	Evaluate the specific claims of an argument as presented in an informational text		

6RIT8d	Cite reasons and evidence that support a claim in an informational text		
6RIT9	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).	Supporting	
6RIT9a	Compare and contrast two authors' presentations of similar events in informational texts		
DOMAIN: Reading Standards for Literacy in History/Social Studies			
Code:	Strand: <i>Key Ideas and Details</i>	Ranking	Completed
6RSS1	Cite specific textual evidence to support analysis of primary and secondary sources.		
6RSS1a	Distinguish between a primary and a secondary source		
6RSS1b	Locate two or more explicit facts or details in a multiparagraph primary and secondary source		
6RSS1c	Cite two or more explicit facts or details to support an idea in a multiparagraph primary and secondary source		
6RSS2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.		
6RSS2a	Describe the central idea of a multiparagraph primary or secondary source		
6RSS2b	Create an objective summary of a multiparagraph primary or secondary source		
6RSS3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).		
6RSS3a	Describe the sequence of steps of a simple process presented in a multiparagraph history/social studies text		
6RSS3b	Identify the steps of a process described in a multiparagraph history/social studies text		
Code:	Strand: <i>Craft and Structure</i>	Ranking	Completed
6RSS4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.		
6RSS4a	Determine the meaning of content related vocabulary found in a history/social studies text		
6RSS4b	Determine the meaning of familiar words and phrases in the context of a history/social studies text		
6RSS5	Describe how a text presents information (e.g., sequentially, comparatively, causally).		
6RSS5a	Describe how a sequential structure is used in a history/social studies text to present information		
6RSS5b	Describe how a comparative structure is used in a history/social studies text to present information		

6RSS5c	Describe how a causal structure is used in a history/social studies text to present information		
6RSS6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).		
6RSS6a	Locate examples of emotive language that suggests the author's point of view about a historical/social studies text		
6RSS6b	Locate specific details that reflect an author's point of view in a history/social studies text		
Code:	Strand: <i>Integration of Knowledge and Ideas</i>	Ranking	Completed
6RSS7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.		
6RSS7a	Determine the meaning of information presented visually in a history/social studies text		
6RSS7b	Integrate visual information from print and digital history/social science texts with other information to create meaning		
6RSS8	Distinguish among fact, opinion, and reasoned judgment in a text.		
6RSS8a	Distinguish between fact and opinion in information found in a history/social studies text		
6RSS8b	Identify an opinion stated in a history/social studies text		
6RSS8c	Cite facts and evidence that support a conclusion based on information in a history/social studies text		
6RSS8d	Distinguish between an informed and uninformed conclusion in a history/social studies text		
6RSS9	Analyze the relationship between a primary and secondary source on the same topic.		
6RSS9a	Locate primary and secondary sources on the same historical topics		
6RSS9b	Compare and contrast the common details or ideas in a primary and secondary source on the same historical topic		
DOMAIN: Reading Standards for Literacy in Science and Technical Subjects			
Code:	Strand: <i>Key Ideas and Details</i>	Ranking	Completed
6RSCI1	Cite specific textual evidence to support analysis of science and technical texts.		
6RSCI1a	Cite two or more pieces of evidence from a multiparagraph science or technical text to support an analysis of a key point		
6RSCI2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.		
6RSCI2a	Determine a key idea using two or more pieces of evidence from a multiparagraph science or technical text		
6RSCI2b	Create an objective summary of a multiparagraph science or technical text		
6RSCI3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.		
6RSCI3a	Identify a multistep procedure in a multiparagraph science or technical text		

6RSCI3b	Follow the sequence of a multistep procedure outlined in a multiparagraph science or technical text		
OCS Code:	Strand: <i>Craft and Structure (CAS)</i>	Ranking	Completed
6RSCI4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.		
6RSCI4a	Recognize the meaning of symbols that are found in a science or technical text		
6RSCI4b	Determine the meaning of key terms used in the context of a science or technical text		
6RSCI4c	Determine the meaning of domain-specific words and phrases found in a science or technical text		
6RSCI5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.		
6RSCI5a	Analyze how the organizational structure of a science or technical text contributes to an understanding of the topics presented		
6RSCI5b	Analyze how the organizational structure of a science or technical text contributes to the whole		
6RSCI6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.		
6RSCI6a	Analyze the author's purpose in including a procedure in a science or technical text		
6RSCI6b	Analyze the author's purpose in providing an explanation of a certain topic in a science or technical text		
6RSCI6c	Analyze the author's purpose in including an experiment in a science or technical text		
Code:	Strand: <i>Integration of Knowledge and Ideas</i>	Ranking	Completed
6RSCI7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).		
6RSCI7a	Integrate a visual representation of quantitative or technical information with the same information expressed in scientific or technical words		
6RSCI8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.		
6RSCI8a	Locate examples of facts, reasoned judgment based on research, and speculation in a science or technical text		
6RSCI8b	Distinguish among facts, reasoned judgment based on research, and speculation that are presented in a science or technical text		
6RSCI9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.		
6RSCI9a	Compare and contrast information gained from a science or technical		

	text with information gained from experiments, simulations, video or multimedia sources		
DOMAIN: Writing Standards			
Code:	Strand: <i>Text Types and Purposes</i>	Ranking	Completed
6W1	Write arguments to support claims with clear reasons and relevant evidence.	Priority	
6W1a	Introduce claim(s) when writing an argumentative essay		
6W1b	Organize reasons and evidence clearly when writing an argumentative essay		
6W1c	Cite clear reasons and relevant evidence to support claims when writing an argumentative essay		
6W1d	Use credible sources when writing an argumentative essay		
6W1e	Write accurately about a topic or text when writing an argumentative essay		
6W1f	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons when writing an argumentative essay		
6W1g	Maintain a formal style when writing an argumentative essay		
6W1h	Write a concluding statement or section related to the argument presented when writing an argumentative essay		
6W2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Supporting	
6W2a	Introduce a topic when writing an informative/explanatory text		
6W2b	Use strategies to organize ideas, concepts, and information when writing an informative/explanatory text		
6W2c	Use a variety of methods to aid comprehension when writing an informative/explanatory text		
6W2d	Develop a topic with relevant information and examples when writing an informative/explanatory text		
6W2e	Use appropriate transitions to clarify the relationships among ideas and concepts when writing an informative/explanatory text		
6W2f	Use precise language and domain-specific vocabulary to explain a topic when writing an informative/explanatory text		
6W2g	Maintain a formal style when writing an informative/explanatory text		
6W2h	Write a concluding statement or section that follows from the information presented when writing an informative/explanatory text		
6W3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Priority	
6W3a	Introduce a narrator and/or characters when writing a narrative		
6W3b	Organize an event sequence that unfolds naturally and logically when		

	writing a narrative		
6W3c	Orient the reader by establishing a context when writing a narrative		
6W3d	Develop experiences, events, and/or characters when writing a narrative		
6W3e	Use a variety of transition words, phrases, and clauses to convey sequence when writing a narrative		
6W3f	Use a variety of transition words, phrases, and clauses to signal shifts from one time frame or setting to another when writing a narrative		
6W3g	Use appropriate language to convey experiences and events when writing a narrative		
6W3h	Write a conclusion that follows from the narrated events when writing a narrative		
Code:	Strand: <i>Production and Distribution of Writing</i>	Ranking	Completed
6W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Priority	
6W4a	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience		
6W5	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.	Supporting	
6W5a	Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach		
6W6	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.	Supporting	
6W6a	Use technology to produce and publish writing		
6W6b	Use technology to collaborate with others when producing and publishing writing		
6W6c	Display sufficient command of keyboarding skills		
Code:	Strand: <i>Research to Build and Present Knowledge</i>	Ranking	Completed
6W7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Supporting	
6W7a	Conduct short research projects to answer a question		
6W7b	Find several sources of information that focus an inquiry during a short research project		
6W8	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.	Supporting	
6W8a	Gather relevant information from multiple print and digital sources for		

	use in a short research project		
6W8b	Evaluate the credibility of each source of information considered for use in a short research project		
6W8c	Quote sources of information appropriately to avoid plagiarism in a short research project		
6W8d	Paraphrase sources of information to avoid plagiarism in a short research project		
6W8e	Find basic bibliographic information for sources used in a short research project		
6W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Supporting	
6W9a	Use Reading Standards for Literature to support analysis, reflection, and research for a short research project		
6W9b	Use Reading Standards for Informational Text to support analysis, reflection, and research for a short research project		
DOMAIN: Speaking and Listening Standards			
Code:	Strand: <i>Comprehension and Collaboration</i>	Ranking	Completed
6SL1	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.	Priority	
6SL1a	Prepare for group discussion by reading or studying required material		
6SL1b	Provide evidence about a topic based on preparation during a group discussion		
6SL1c	Follow rules established for a collegial group discussion		
6SL1d	Set specific goals and deadlines in a group discussion		
6SL1e	Define individual roles as needed in a group discussion		
6SL1f	Ask detailed questions that contribute to a group discussion		
6SL1g	Respond in detail to specific questions that contribute to a group discussion		
6SL1h	Summarize the key ideas expressed in a group discussion		
6SL1i	Develop conclusions based on information provided during a group discussion		
6SL2	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.	Supporting	
6SL2a	Apply information presented in diverse media and formats to a topic under discussion		
6SL2b	Analyze how information presented in diverse media and formats contributes to a topic in a group discussion		
6SL3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Supporting	
6SL3a	Describe a speaker's arguments and claims presented orally		

6SL3b	Distinguish between an orally presented claim that is supported and unsupported by evidence		
Code:	Strand: <i>Presentation of Knowledge and Ideas</i>	Ranking	Completed
6SL4	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.	Priority	
6SL4a	Sequence ideas logically in presenting claims and findings in an oral presentation		
6SL4b	Emphasize main ideas or themes by using pertinent descriptions, facts, and details in an oral presentation		
6SL4c	Use appropriate eye contact, volume, and pronunciation when presenting orally		
6SL5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Supporting	
6SL5a	Present information in an oral presentation using multimedia components		
6SL5b	Present information in an oral presentation using visual displays		
6SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Supporting	
6SL6a	Adapt a speech to a variety of contexts and tasks		
6SL6b	Use formal English in an oral presentation when it is appropriate to the task and situation		
DOMAIN: Language Standards			
Code:	Strand: <i>Conventions of Standard English</i>	Ranking	Completed
6L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Supporting	
6L1a	Use the proper case of pronouns when writing or speaking		
6L1b	Use intensive pronouns when writing or speaking		
6L1c	Edit writing with inappropriate shifts in pronoun number and person		
6L1d	Edit writing with vague pronouns		
6L1e	Distinguish between the use and non-use of standard English in writing speaking		
6L1f	Develop strategies to improve expression of conventional language when writing or speaking		
6L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Priority	
6L2a	Use commas, parentheses, and dashes to set off nonrestrictive/parenthetical elements when writing		
6L2b	Spell grade-appropriate words correctly when writing		
Code:	Strand: <i>Knowledge of Language</i>	Ranking	Completed
6L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Supporting	

6L3a	Vary sentence patterns for meaning when writing or speaking		
6L3b	Vary sentence patterns for reader/listener interest when writing or speaking		
6L3c	Vary sentence patterns for style when writing or speaking		
6L3d	Maintain a consistent style and tone when writing or speaking		
Code:	Strand: <i>Vocabulary Acquisition and Use (VAU)</i>	Ranking	Completed
6L4	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.	Priority	
6L4a	Determine the meaning of a word or phrase by using context clues		
6L4b	Determine the meaning of a word using grade-appropriate Greek or Latin affixes and roots as clues.		
6L4c	Find the pronunciation of a word by consulting reference materials		
6L4d	Clarify the precise meaning of a word by consulting reference materials		
6L4e	Clarify the part of speech of a word by consulting reference materials		
6L4f	Verify the preliminary determination of the meaning of a word or phrase using strategies		
6L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Priority	
6L5a	Interpret figures of speech in context		
6L5b	Determine the meaning of a word by understanding the category to which it relates		
6L5c	Distinguish between the connotative and denotative definitions of a word		
6L6	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.	Priority	
6L6a	Use general academic words and phrases accurately		
6L6b	Use domain-specific words and phrases accurately		
6L6c	Apply vocabulary knowledge when choosing a word or phrase important for comprehension or expression		