

BENCHMARKS WITH EXAMPLES REPORT

ENGLISH LANGUAGE ARTS GRADE 6



Key: **Status** = Benchmarks designated as "Focus" are aligned to the Terra Nova, third edition. Benchmarks designated "Supporting" are not.
OCS Code = The benchmark code. Consists of Grade (K-8), Domain (2-3 character alpha code), Strand (1-3 character alpha code), Standard (1-9), Benchmark Number (1 or 1-1 and up), and Complexity (a, b, c).
CCSS Code = Common Core State Standards, developed by National Governors Association Center for Best Practices, Council of Chief State School Officers (www.corestandards.org).
CRS Strand = ACT College Readiness Standards developed by ACT, Inc. (www.act.org).
The CRS Strands are: TOD = Topic Development, OUC = Organization & Unity, WCH = Word Choice, SSF = Sentence Structure, COU = Conventions of Usage, COP = Conventions of Punctuation, MID = Main Ideas, SUP = Supporting Details, REL = Sequential/Comparative/Cause, MOW = Meaning of Words, GEN = Generalizations.

DOMAIN: Reading Standards for Literature					
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.					
Status:	OCS Code:	Strand: <i>Key Ideas and Details (KID)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	6.RL.KID.1	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
Focus	6.RL.KID.1.1.b	Cite two or more pieces of evidence from a story, drama, or poem to support the explicit meaning of the text		RL.6.1	SUP
Focus	6.RL.KID.1.2.c	Cite two or more pieces of evidence to support an inference drawn from a story, drama, or poem		RL.6.1	MID
	6.RL.KID.2	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.			
Focus	6.RL.KID.2.1.c	Infer a theme from a story, drama, or poem using two or more pieces of evidence provided in the text		RL.6.2	GEN
Focus	6.RL.KID.2.2.b	Relate a theme in a story, drama, or poem to the key details that support it		RL.6.2	REL
Supporting	6.RL.KID.2.3.c	Create an unbiased summary of a story, drama, or poem		RL.6.2	MID
	6.RL.KID.3	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.			
Focus	6.RL.KID.3.1.b	Describe the development of the plot over the course of a story or drama	Note: A plot may unfold in a series of episodes.	RL.6.3	REL
Focus	6.RL.KID.3.2.b	Describe the response of characters as the plot moves toward resolution in a story or drama	Note: A plot may unfold in a series of episodes.	RL.6.3	REL
Status:	OCS Code:	Strand: <i>Craft and Structure (CAS)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	6.RL.CAS.4	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.			
Focus	6.RL.CAS.4.1.b	Determine the meaning of words and phrases that are used figuratively in a story, drama, or poem		RL.6.4	MOW
Focus	6.RL.CAS.4.2.b	Locate words and phrases that are used figuratively in a story, drama, or poem		RL.6.4	MOW
Focus	6.RL.CAS.4.3.b	Determine the meaning of words and phrases that have connotative meanings in a story, drama, or poem		RL.6.4	MOW
Supporting	6.RL.CAS.4.4.b	Locate words and phrases that are used connotatively in a story, drama, or poem		RL.6.4	MOW
Focus	6.RL.CAS.4.5.b	Analyze the impact of an author's choice of words on the tone of a story, drama, or poem		RL.6.4	MOW
Supporting	6.RL.CAS.4.6.b	Analyze the impact of the author's choice of words on the meaning of a story, drama, or poem		RL.6.4	MOW
Supporting	6.RL.CAS.4.7.b	Determine the meaning of words and phrases in a story, drama, or poem		RL.6.4	MOW
	6.RL.CAS.5	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.			
Focus	6.RL.CAS.5.1.b	Relate the overall structure of a story, drama, or poem to its theme, setting or plot		RL.6.5	
Supporting	6.RL.CAS.5.2.b	Analyze how an author uses theme, setting, and plot in a story, drama, or poem to create meaning		RL.6.5	MID

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Supporting	6.RL.CAS.5.3.b	Describe the development of the theme, setting, and plot by using a chapter in a story		RL.6.5	
Supporting	6.RL.CAS.5.4.b	Describe the development of the theme, setting, and plot by using a scene in a drama		RL.6.5	
Supporting	6.RL.CAS.5.5.b	Describe the development of the theme, setting, and plot by using a stanza from a poem		RL.6.5	
Focus	6.RL.CAS.5.6.b	Relate the author's use of sentences, chapters, scenes, and stanzas to the overall structure of a story, drama, or poem		RL.6.5	REL
	6.RL.CAS.6	6. Explain how an author develops the point of view of the narrator or speaker in a text.			
Focus	6.RL.CAS.6.1.b	Describe how an author develops the point of view of a narrator/ speaker over the course of a story, drama, or poem		RL.6.6	MID
Status:	OCS Code:	Strand: <i>Integration of Knowledge and Ideas (IKI)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	6.RL.IKI.7	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.			
Supporting	6.RL.IKI.7.1.b	Compare and contrast the experience of reading a text to listening or viewing the same story, drama, or poem	Note: Viewing includes audio, video, or live presentation of the text. Assessment might include contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	RL.6.7	
	6.RL.IKI.9	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.			
Supporting	6.RL.IKI.9.1.b	Compare and contrast the treatment of similar themes/topics in different literary forms or genres	e.g., Genres might include stories, poems, historical novels, and fantasy	RL.6.9	REL
DOMAIN: Reading Standards for Informational Text					
By the end of the year, read and comprehend literary nonfiction, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.					
Status:	OCS Code:	Strand: <i>Key Ideas and Details (KID)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	6.RI.KID.1	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
Focus	6.RI.KID.1.1.b	Cite two or more pieces of evidence from a multiparagraph informational text to support the explicit meaning of the text		RI.6.1	SUP
Focus	6.RI.KID.1.2.c	Determine a key idea using two or more pieces of evidence provided in a multiparagraph informational text		RI.6.1	MID
	6.RI.KID.2	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.			
Focus	6.RI.KID.2.1.b	Relate the key idea of a multiparagraph informational text to the key details that support it		RI.6.2	MID
Supporting	6.RI.KID.2.2.c	Create an unbiased summary of a multiparagraph informational text	e.g., A summary distinct from personal opinions or judgments	RI.6.2	MID
	6.RI.KID.3	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).			
Supporting	6.RI.KID.3.1.b	Describe the development of a key individual over the course of a multiparagraph informational text	e.g., How an individual is introduced, illustrated, and elaborated. Use examples or anecdotes.	RI.6.3	REL
Supporting	6.RI.KID.3.2.b	Describe the development of a key event over the course of a multiparagraph informational text	e.g., How an event is introduced, illustrated, and elaborated. Use examples or anecdotes.	RI.6.3	REL
Supporting	6.RI.KID.3.3.b	Describe the development of a key idea over the course of a multiparagraph informational text	e.g., How a key idea is introduced, illustrated, and elaborated. Use examples or anecdotes.	RI.6.3	REL
Status:	OCS Code:	Strand: <i>Craft and Structure (CAS)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	6.RI.CAS.4	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.			
Supporting	6.RI.CAS.4.1.b	Determine the meaning of words and phrases that are used figuratively in an informational text		RI.6.4	MOW
Supporting	6.RI.CAS.4.2.b	Identify the use of language that has figurative meanings in an informational text		RI.6.4	MOW

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Focus	6.RI.CAS.4.3.b	Determine the meaning of words and phrases that have connotative meanings in an informational text		RI.6.4	MOW
Supporting	6.RI.CAS.4.4.b	Identify the use of language that has connotative meanings in an informational text		RI.6.4	MOW
Focus	6.RI.CAS.4.5.b	Determine the meaning of words and phrases that have technical meanings in an informational text		RI.6.4	MOW
Supporting	6.RI.CAS.4.6.b	Identify the use of language that has technical meanings in an informational text		RI.6.4	MOW
	6.RI.CAS.5	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.			
Focus	6.RI.CAS.5.1.b	Analyze how the use of particular sentences, paragraphs, chapters, or sections relate to the structure of an informational text		RI.6.5	TOD
Supporting	6.RI.CAS.5.2.b	Analyze how the structure of an information text contributes to the development of ideas in an informational text		RI.6.5	TOD
	6.RI.CAS.6	6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.			
Focus	6.RI.CAS.6.1.b	Identify an author's point of view or purpose in an informational text		RI.6.6	MID
Supporting	6.RI.CAS.6.2.b	Explain how an author's point of view or purpose contributes to the development of ideas in an informational text		RI.6.6	MID
Status:	OCS Code:	Strand: <i>Integration of Knowledge and Ideas (IKI)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	6.RI.IKI.7	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.			
Focus	6.RI.IKI.7.1.c	Integrate information from different media and informational texts to create meaning about a topic or issue	e.g., Visually, quantitatively, or in words	RI.6.7	
	6.RI.IKI.8	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.			
Supporting	6.RI.IKI.8.1.b	Evaluate an argument presented in an informational text		RI.6.8	
Supporting	6.RI.IKI.8.2.b	Cite claims in support of an argument presented in an informational text		RI.6.8	SUP
Supporting	6.RI.IKI.8.3.b	Evaluate the specific claims of an argument as presented in an informational text		RI.6.8	GEN
Supporting	6.RI.IKI.8.4.b	Cite reasons and evidence that support a claim in an informational text		RI.6.8	REL
	6.RI.IKI.9	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).			
Supporting	6.RI.IKI.9.1.b	Compare and contrast two authors' presentations of similar events in informational texts	e.g., A memoir written by and a biography on the same person	RI.6.9	REL
DOMAIN: Reading Standards for Literacy in History/Social Studies					
By the end of the year, read and comprehend history /social studies texts in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the low end of the range.					
Status:	OCS Code:	Strand: <i>Key Ideas and Details (KID)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	6.RH.KID.1	1. Cite specific textual evidence to support analysis of primary and secondary sources.			
Supporting	6.RH.KID.1.1.b	Distinguish between a primary and a secondary source		RH.6-8.1	REL
Supporting	6.RH.KID.1.2.b	Locate two or more explicit facts or details in a multiparagraph primary and secondary source		RH.6-8.1	SUP
Supporting	6.RH.KID.1.3.b	Cite two or more explicit facts or details to support an idea in a multiparagraph primary and secondary source		RH.6-8.1	SUP
	6.RH.KID.2	2. 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.			

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Supporting	6.RH.KID.2.1.b	Describe the central idea of a multiparagraph primary or secondary source		RH.6-8.2	MID
Supporting	6.RH.KID.2.2.c	Create an objective summary of a multiparagraph primary or secondary source	e.g., Objective summary is distinct from prior knowledge or opinions	RH.6-8.2	MID
	6.RH.KID.3	3. 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).			
Supporting	6.RH.KID.3.1.a	Describe the sequence of steps of a simple process presented in a multiparagraph history/social studies text	e.g., How a bill becomes law, how interest rates are raised or lowered	RH.6-8.3	REL
Supporting	6.RH.KID.3.2.b	Identify the steps of a process described in a multiparagraph history/social studies text	e.g., How a bill becomes law, how interest rates are raised or lowered	RH.6-8.3	REL
Status:	OCS Code:	Strand: Craft and Structure (CAS)	Examples and Notes:	CCSS Code:	CRS Strand:
	6.RH.CAS.4	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.			
Supporting	6.RH.CAS.4.1.b	Determine the meaning of content related vocabulary found in a history/social studies text	Note: Texts specifically related to domains such as geography or world history.	RH.6-8.4	
Supporting	6.RH.CAS.4.2.b	Determine the meaning of familiar words and phrases in the context of a history/social studies text		RH.6-8.4	MOW
	6.RH.CAS.5	5. Describe how a text presents information (e.g., sequentially, comparatively, causally).			
Supporting	6.RH.CAS.5.1.b	Describe how a sequential structure is used in a history/social studies text to present information		RH.6-8.5	REL
Supporting	6.RH.CAS.5.2.b	Describe how a comparative structure is used in a history/social studies text to present information		RH.6-8.5	REL
Supporting	6.RH.CAS.5.3.b	Describe how a causal structure is used in a history/social studies text to present information		RH.6-8.5	REL
	6.RH.CAS.6	6. 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).			
Supporting	6.RH.CAS.6.1.b	Locate examples of emotive language that suggests the author’s point of view about a historical/social studies text	e.g., Loaded language	RH.6-8.6	MID
Supporting	6.RH.CAS.6.2.b	Locate specific details that reflect an author’s point of view in a history/social studies text	e.g., Inclusion or avoidance of particular facts	RH.6-8.6	SUP
Status:	OCS Code:	Strand: Integration of Knowledge and Ideas (IKI)	Examples and Notes:	CCSS Code:	CRS Strand:
	6.RH.IKI.7	7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.			
Supporting	6.RH.IKI.7.1.b	Determine the meaning of information presented visually in a history/social studies text	e.g., In charts, graphs, photographs, videos, or maps	RH.6-8.7	
Supporting	6.RH.IKI.7.2.c	Integrate visual information from print and digital history/social science texts with other information to create meaning	e.g., In charts, graphs, photographs, videos, or maps	RH.6-8.7	
	6.RH.IKI.8	8. Distinguish among fact, opinion, and reasoned judgment in a text.			
Supporting	6.RH.IKI.8.1.b	Distinguish between fact and opinion in information found in a history/social studies text		RH.6-8.8	GEN
Supporting	6.RH.IKI.8.2.a	Identify an opinion stated in a history/social studies text		RH.6-8.8	
Supporting	6.RH.IKI.8.3.b	Cite facts and evidence that support a conclusion based on information in a history/social studies text		RH.6-8.8	
Supporting	6.RH.IKI.8.4.b	Distinguish between an informed and uninformed conclusion in a history/social studies text	Note: An informed conclusion is one that is supported by reason/evidence.	RH.6-8.8	REL
	6.RH.IKI.9	9. Analyze the relationship between a primary and secondary source on the same topic.			
Supporting	6.RH.IKI.9.1.a	Locate primary and secondary sources on the same historical topics		RH.6-8.9	
Supporting	6.RH.IKI.9.2.b	Compare and contrast the common details or ideas in a primary and secondary source on the same historical topic		RH.6-8.9	REL
DOMAIN: Reading Standards for Literacy in Science and Technical Subjects					

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By the end of the year, read and comprehend science and technical texts in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.					
Status:	OCS Code:	Strand: <i>Key Ideas and Details (KID)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	6.RST.KID.1	1. Cite specific textual evidence to support analysis of science and technical texts.			
Supporting	6.RST.KID.1.1.b	Cite two or more pieces of evidence from a multiparagraph science or technical text to support an analysis of a key point		RST.6-8.1	SUP
	6.RST.KID.2	2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.			
Supporting	6.RST.KID.2.1.b	Determine a key idea using two or more pieces of evidence from a multiparagraph science or technical text		RST.6-8.2	MID
Supporting	6.RST.KID.2.2.c	Create an objective summary of a multiparagraph science or technical text	e.g., An objective summary should be distinct from prior knowledge or opinions	RST.6-8.2	MID
	6.RST.KID.3	3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.			
Supporting	6.RST.KID.3.1.a	Identify a multistep procedure in a multiparagraph science or technical text	e.g., When carrying out experiments, taking measurements, or performing technical tasks	RST.6-8.3	REL
Supporting	6.RST.KID.3.2.c	Follow the sequence of a multistep procedure outlined in a multiparagraph science or technical text	e.g., When carrying out experiments, taking measurements, or performing technical tasks	RST.6-8.3	REL
Status:	OCS Code:	Strand: <i>Craft and Structure (CAS)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	6.RST.CAS.4	4. 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.			
Supporting	6.RST.CAS.4.1.a	Recognize the meaning of symbols that are found in a science or technical text	Note: Specific scientific or technical context should be relevant to grades 6-8 texts.	RST.6-8.4	
Supporting	6.RST.CAS.4.2.b	Determine the meaning of key terms used in the context of a science or technical text	Note: Specific scientific or technical context should be relevant to grades 6-8 texts.	RST.6-8.4	MOW
Focus	6.RST.CAS.4.3.b	Determine the meaning of domain-specific words and phrases found in a science or technical text	Note: Specific scientific or technical context should be relevant to grades 6-8 texts.	RST.6-8.4	MOW
	6.RST.CAS.5	5. 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.			
Supporting	6.RST.CAS.5.1.b	Analyze how the organizational structure of a science or technical text contributes to an understanding of the topics presented	e.g., Major sections	RST.6-8.5	MID
Supporting	6.RST.CAS.5.2.b	Analyze how the organizational structure of a science or technical text contributes to the whole	e.g., Major sections	RST.6-8.5	MID
	6.RST.CAS.6	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.			
Supporting	6.RST.CAS.6.1.b	Analyze the author's purpose in including a procedure in a science or technical text		RST.6-8.6	MID
Supporting	6.RST.CAS.6.2.b	Analyze the author's purpose in providing an explanation of a certain topic in a science or technical text		RST.6-8.6	MID
Supporting	6.RST.CAS.6.3.b	Analyze the author's purpose in including an experiment in a science or technical text		RST.6-8.6	MID
Status:	OCS Code:	Strand: <i>Integration of Knowledge and Ideas (IKI)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	6.RST.IKI.7	7. 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).			
Supporting	6.RST.IKI.7.1.c	Integrate a visual representation of quantitative or technical information with the same information expressed in scientific or technical words	e.g., In a flowchart, diagram, model, graph, or table	RST.6-8.7	REL
	6.RST.IKI.8	8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.			
Supporting	6.RST.IKI.8.1.b	Locate examples of facts, reasoned judgment based on research, and speculation in a science or technical text		RST.6-8.8	SUP
Supporting	6.RST.IKI.8.2.b	Distinguish among facts, reasoned judgment based on research, and speculation that are presented in a science or technical text		RST.6-8.8	REL

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	6.RST.IK1.9	9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.			
Supporting	6.RST.IK1.9.1.b	Compare and contrast information gained from a science or technical text with information gained from experiments, simulations, video or multimedia sources		RST.6-8.9	
DOMAIN: Writing Standards					
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 tasks, purposes, and audiences.					
Status:	OCS Code:	Strand: <i>Text Types and Purposes (TTP)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	6.W.TTP.1	1. Write arguments to support claims with clear reasons and relevant evidence.			
Supporting	6.W.TTP.1.1-1.c	Introduce claim(s) when writing an argumentative essay		W6.1a	OUC
Supporting	6.W.TTP.1.1-2.c	Organize reasons and evidence clearly when writing an argumentative essay	e.g., Effective use of paragraphs	W6.1a	TOD
Supporting	6.W.TTP.1.2-1.c	Cite clear reasons and relevant evidence to support claims when writing an argumentative essay		W6.1b	TOD
Supporting	6.W.TTP.1.2-2.c	Use credible sources when writing an argumentative essay		W6.1b	TOD
Supporting	6.W.TTP.1.2-3.c	Write accurately about a topic or text when writing an argumentative essay		W6.1b	TOD
Supporting	6.W.TTP.1.3.c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons when writing an argumentative essay		W6.1c	WCH
Supporting	6.W.TTP.1.4.c	Maintain a formal style when writing an argumentative essay		W6.1d	WCH
Supporting	6.W.TTP.1.5.c	Write a concluding statement or section related to the argument presented when writing an argumentative essay		W6.1e	OUC
	6.W.TTP.2	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
Supporting	6.W.TTP.2.1-1.c	Introduce a topic when writing an informative/explanatory text		W6.2a	OUC
Supporting	6.W.TTP.2.1-2.c	Use strategies to organize ideas, concepts, and information when writing an informative/explanatory text	e.g., Definition, classification, comparison/contrast, and cause/effect	W6.2a	OUC
Supporting	6.W.TTP.2.1-3.c	Use a variety of methods to aid comprehension when writing an informative/explanatory text	e.g., Formatting (headings), graphics (charts, tables), and multimedia	W6.2a	
Focus	6.W.TTP.2.2.c	Develop a topic with relevant information and examples when writing an informative/explanatory text	e.g., Facts, definitions, concrete details, and quotations	W6.2b	OUC
Supporting	6.W.TTP.2.3.c	Use appropriate transitions to clarify the relationships among ideas and concepts when writing an informative/explanatory text		W6.2c	OUC
Supporting	6.W.TTP.2.4.c	Use precise language and domain-specific vocabulary to explain a topic when writing an informative/explanatory text		W6.2d	WCH
Supporting	6.W.TTP.2.5.c	Maintain a formal style when writing an informative/explanatory text		W6.2e	WCH
Supporting	6.W.TTP.2.6.c	Write a concluding statement or section that follows from the information presented when writing an informative/explanatory text		W6.2f	OUC
	6.W.TTP.3	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
Supporting	6.W.TTP.3.1-1.c	Introduce a narrator and/or characters when writing a narrative		W6.3a	TOD
Supporting	6.W.TTP.3.1-2.c	Organize an event sequence that unfolds naturally and logically when writing a narrative		W6.3a	OUC
Supporting	6.W.TTP.3.1-3.c	Orient the reader by establishing a context when writing a narrative		W6.3a	TOD
Supporting	6.W.TTP.3.2.c	Develop experiences, events, and/or characters when writing a narrative	e.g., Use narrative techniques, such as dialogue, pacing, and description	W6.3b	TOD
Supporting	6.W.TTP.3.3-1.c	Use a variety of transition words, phrases, and clauses to convey sequence when writing a narrative		W6.3c	WCH

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Supporting	6.W.TTP.3.3-2.c	Use a variety of transition words, phrases, and clauses to signal shifts from one time frame or setting to another when writing a narrative		W6.3c	WCH
Supporting	6.W.TTP.3.4.c	Use appropriate language to convey experiences and events when writing a narrative	e.g., Precise words and phrases, relevant descriptive details, and sensory language	W6.3d	WCH
Supporting	6.W.TTP.3.5.c	Write a conclusion that follows from the narrated events when writing a narrative		W6.3e	OUC
Status:	OCS Code:	Strand: <i>Production and Distribution of Writing (PDW)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	6.W.PDW.4	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.)			
Supporting	6.W.PDW.4.1.c	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	Note: Grade-specific expectations for writing types are defined in the benchmarks on Text Type and Purposes.	W6.4	
	6.W.PDW.5	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.)			
Supporting	6.W.PDW.5.1.c	Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	Notes: With some guidance and support from peers and adults. Grade-specific expectations for conventions are defined in the benchmarks on Conventions of Standard English.	W6.5	
	6.W.PDW.6	6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.			
Focus	6.W.PDW.6.1.c	Use technology to produce and publish writing	Notes: Using the internet should be part of the technology.	W6.6	
Supporting	6.W.PDW.6.2.c	Use technology to collaborate with others when producing and publishing writing	Notes: Using the internet should be part of the technology.	W6.6	
Supporting	6.W.PDW.6.3.c	Display sufficient command of keyboarding skills	Note: Sufficient command of keyboarding skills is to type a minimum of three pages in a single sitting.	W6.6	
Status:	OCS Code:	Strand: <i>Research to Build and Present Knowledge (RBK)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	6.W.RBK.7	7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			
Supporting	6.W.RBK.7.1.c	Conduct short research projects to answer a question		W6.7	
Supporting	6.W.RBK.7.2.b	Find several sources of information that focus an inquiry during a short research project		W6.7	
	6.W.RBK.8	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.			
Focus	6.W.RBK.8.1.b	Gather relevant information from multiple print and digital sources for use in a short research project		W6.8	
Focus	6.W.RBK.8.2.b	Evaluate the credibility of each source of information considered for use in a short research project		W6.8	
Supporting	6.W.RBK.8.3.b	Quote sources of information appropriately to avoid plagiarism in a short research project		W6.8	
Supporting	6.W.RBK.8.4.b	Paraphrase sources of information to avoid plagiarism in a short research project		W6.8	
Supporting	6.W.RBK.8.5.a	Find basic bibliographic information for sources used in a short research project		W6.8	
	6.W.RBK.9	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
Supporting	6.W.RBK.9.1.b	Use Reading Standards for Literature to support analysis, reflection, and research for a short research project	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.”	W6.9a	
Supporting	6.W.RBK.9.2.b	Use Reading Standards for Informational Text to support analysis, reflection, and research for a short research project	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.”	W6.9b	
DOMAIN: Speaking and Listening Standards					

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By the end of the year, use oral language skills with appropriate complexity for grade 6.					
Status:	OCS Code:	Strand: <i>Comprehension and Collaboration (CAC)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	6.SL.CAC.1	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.			
Supporting	6.SL.CAC.1.1-1.b	Prepare for group discussion by reading or studying required material	Note: Group discussions might include one-on-one, in groups, and teacher led. Should include diverse partners on grade 6 topics and texts.	SL6.1a	
Supporting	6.SL.CAC.1.1-2.c	Provide evidence about a topic based on preparation during a group discussion		SL6.1a	
Supporting	6.SL.CAC.1.2-1.c	Follow rules established for a collegial group discussion	e.g., Gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion	SL6.1b	
Supporting	6.SL.CAC.1.2-2.c	Set specific goals and deadlines in a group discussion		SL6.1b	
Supporting	6.SL.CAC.1.2-3.c	Define individual roles as needed in a group discussion		SL6.1b	
Supporting	6.SL.CAC.1.3-1.c	Ask detailed questions that contribute to a group discussion		SL6.1c	
Supporting	6.SL.CAC.1.3-2.c	Respond in detail to specific questions that contribute to a group discussion		SL6.1c	
Supporting	6.SL.CAC.1.4-1.b	Summarize the key ideas expressed in a group discussion		SL6.1d	
Supporting	6.SL.CAC.1.4-2.b	Develop conclusions based on information provided during a group discussion		SL6.1d	
	6.SL.CAC.2	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.			
Supporting	6.SL.CAC.2.1.b	Apply information presented in diverse media and formats to a topic under discussion	e.g., Visually, quantitatively, orally	SL6.2	
Supporting	6.SL.CAC.2.2.b	Analyze how information presented in diverse media and formats contributes to a topic in a group discussion	e.g., Visually, quantitatively, orally	SL6.2	
	6.SL.CAC.3	3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.			
Supporting	6.SL.CAC.3.1.b	Describe a speaker's arguments and claims presented orally		SL6.3	
Supporting	6.SL.CAC.3.2.b	Distinguish between an orally presented claim that is supported and unsupported by evidence		SL6.3	
Status:	OCS Code:	Strand: <i>Presentation of Knowledge and Ideas (PKI)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	6.SL.PKI.4	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.			
Supporting	6.SL.PKI.4.1.c	Sequence ideas logically in presenting claims and findings in an oral presentation		SL6.4	
Supporting	6.SL.PKI.4.2.c	Emphasize main ideas or themes by using pertinent descriptions, facts, and details in an oral presentation		SL6.4	
Supporting	6.SL.PKI.4.3.c	Use appropriate eye contact, volume, and pronunciation when presenting orally		SL6.4	
	6.SL.PKI.5	5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.			
Supporting	6.SL.PKI.5.1.c	Present information in an oral presentation using multimedia components	e.g., Graphics, images, music, sound	SL6.5	
Supporting	6.SL.PKI.5.2.c	Present information in an oral presentation using visual displays	Note: Clarify information in an oral presentation by including visual displays.	SL6.5	
	6.SL.PKI.6	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.)			
Supporting	6.SL.PKI.6.1.c	Adapt a speech to a variety of contexts and tasks		SL6.6	
Supporting	6.SL.PKI.6.2.c	Use formal English in an oral presentation when it is appropriate to the task and situation	Note: See grade 6 Language standards 1 and 3 for specific expectations.	SL6.6	
DOMAIN: Language Standards					

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By the end of the year, use language with appropriate complexity for grade 6.					
Status:	OCS Code:	Strand: <i>Conventions of Standard English (CSE)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	6.L.CSE.1	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
Focus	6.L.CSE.1.1.c	Use the proper case of pronouns when writing or speaking	e.g., Subjective, objective, possessive	L6.1a	COU
Supporting	6.L.CSE.1.2.c	Use intensive pronouns when writing or speaking	e.g., Myself, ourselves	L6.1b	COU
Focus	6.L.CSE.1.3.b	Edit writing with inappropriate shifts in pronoun number and person		L6.1c	
Supporting	6.L.CSE.1.4.b	Edit writing with vague pronouns	e.g., Ones with unclear or ambiguous antecedents	L6.1d	WCH
Supporting	6.L.CSE.1.5-1.b	Distinguish between the use and non-use of standard English in writing speaking		L6.1e	
Supporting	6.L.CSE.1.5-2.c	Develop strategies to improve expression of conventional language when writing or speaking		L6.1e	
	6.L.CSE.2	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
Supporting	6.L.CSE.2.6.c	Use commas, parentheses, and dashes to set off nonrestrictive/parenthetical elements when writing	e.g., George Orwell, author of "1984"	L6.2a	COP
Supporting	6.L.CSE.2.7.b	Spell grade-appropriate words correctly when writing		L6.2b	
Status:	OCS Code:	Strand: <i>Knowledge of Language (KOL)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	6.L.KOL.3	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
Supporting	6.L.KOL.3.1-1.c	Vary sentence patterns for meaning when writing or speaking		L6.3a	WCH
Supporting	6.L.KOL.3.1-2.c	Vary sentence patterns for reader/listener interest when writing or speaking		L6.3a	
Supporting	6.L.KOL.3.1-3.c	Vary sentence patterns for style when writing or speaking		L6.3a	
Supporting	6.L.KOL.3.2.c	Maintain a consistent style and tone when writing or speaking		L6.3b	WCH
Status:	OCS Code:	Strand: <i>Vocabulary Acquisition and Use (VAU)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	6.L.VAU.4	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.			
Supporting	6.L.VAU.4.1.b	Determine the meaning of a word or phrase by using context clues	e.g., The overall meaning of a sentence or paragraph; a word's position or function in a sentence	L6.4a	MOW
Supporting	6.L.VAU.4.2.b	Determine the meaning of a word using grade-appropriate Greek or Latin affixes and roots as clues.	e.g., Audience, auditory, audible	L6.4b	
Supporting	6.L.VAU.4.3-1.a	Find the pronunciation of a word by consulting reference materials	e.g., Dictionaries, glossaries, thesauruses, both print and digital	L6.4c	
Supporting	6.L.VAU.4.3-2.a	Clarify the precise meaning of a word by consulting reference materials	e.g., Dictionaries, glossaries, thesauruses, both print and digital	L6.4c	
Supporting	6.L.VAU.4.3-3.a	Clarify the part of speech of a word by consulting reference materials	e.g., Dictionaries, glossaries, thesauruses, both print and digital	L6.4c	
Supporting	6.L.VAU.4.4.b	Verify the preliminary determination of the meaning of a word or phrase using strategies	e.g., By checking the inferred meaning in context or in a dictionary	L6.4d	MOW
	6.L.VAU.5	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
Supporting	6.L.VAU.5.1.b	Interpret figures of speech in context	e.g., Personification	L6.5a	MOW
Supporting	6.L.VAU.5.2.b	Determine the meaning of a word by understanding the category to which it relates	e.g., Cause/effect, part/whole, item/category	L6.5b	
Supporting	6.L.VAU.5.3.b	Distinguish between the connotative and denotative definitions of a word	e.g., Stingy, scrimping, economical, un wasteful, thrifty	L6.5c	MOW
	6.L.VAU.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.			
Supporting	6.L.VAU.6.1.c	Use general academic words and phrases accurately		L6.6	WCH

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Supporting	6.L.VAU.6.2.c	Use domain-specific words and phrases accurately		L6.6	WCH
Supporting	6.L.VAU.6.3.c	Apply vocabulary knowledge when choosing a word or phrase important for comprehension or expression		L6.6	WCH