

# BENCHMARK SEQUENCE REPORT

## ENGLISH LANGUAGE ARTS GRADE 6 BY TRIMESTER



This planning tool can be used to sequence the teaching and assessing of the OCS Benchmarks. Benchmarks should be assessed formatively in multiple ways and over multiple times to guide reteaching/relearning. Benchmarks that are assessed summatively should be sequenced throughout the school year to determine student mastery.

Trimester 1		Trimester 2		Trimester 3		OCS Benchmarks	
Taught	Assessed	Taught	Assessed	Taught	Assessed	OCS Codes	Benchmarks
<b>DOMAIN: Reading Standards for Literature</b>							
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.							
<i>Strand: Key Ideas and Details (KID)</i>							
<b>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.</b>							
						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
						6.RL.KID.1.2.c	Cite two or more pieces of evidence to support an inference drawn from a story, drama, or poem
<b>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.</b>							
						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
						6.RL.KID.2.2.b	Relate a theme in a story, drama, or poem to the key details that support it
						6.RL.KID.2.3.c	Create an unbiased summary of a story, drama, or poem
<b>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.</b>							
						6.RL.KID.3.1.b	Describe the development of the plot over the course of a story or drama
						6.RL.KID.3.2.b	Describe the response of characters as the plot moves toward resolution in a story or drama
<i>Strand: Craft and Structure (CAS)</i>							
<b>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.</b>							
						6.RL.CAS.4.1.b	Determine the meaning of words and phrases that are used figuratively in a story, drama, or poem
						6.RL.CAS.4.2.b	Locate words and phrases that are used figuratively in a story, drama, or poem
						6.RL.CAS.4.3.b	Determine the meaning of words and phrases that have connotative meanings in a story, drama, or poem
						6.RL.CAS.4.4.b	Locate words and phrases that are used connotatively in a story, drama, or poem
						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
						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
						6.RL.CAS.4.7.b	Determine the meaning of words and phrases in a story, drama, or poem
<b>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.</b>							
						6.RL.CAS.5.1.b	Relate the overall structure of a story, drama, or poem to its theme, setting or plot
						6.RL.CAS.5.2.b	Analyze how an author uses theme, setting, and plot in a story, drama, or poem to create meaning

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						6.RL.CAS.5.3.b	Describe the development of the theme, setting, and plot by using a chapter in a story
						6.RL.CAS.5.4.b	Describe the development of the theme, setting, and plot by using a scene in a drama
						6.RL.CAS.5.5.b	Describe the development of the theme, setting, and plot by using a stanza from a poem
						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
<b>6.RL.CAS.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</b>							
						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
<i>Strand: Integration of Knowledge and Ideas (IKI)</i>							
<b>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.</b>							
						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
<b>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.</b>							
						6.RL.IKI.9.1.b	Compare and contrast the treatment of similar themes/topics in different literary forms or genres
<b>DOMAIN: Reading Standards for Informational Text</b>							
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.							
<i>Strand: Key Ideas and Details (KID)</i>							
<b>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.</b>							
						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
						6.RI.KID.1.2.c	Determine a key idea using two or more pieces of evidence provided in a multiparagraph informational text
<b>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.</b>							
						6.RI.KID.2.1.b	Relate the key idea of a multiparagraph informational text to the key details that support it
						6.RI.KID.2.2.c	Create an unbiased summary of a multiparagraph informational text
<b>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).</b>							
						6.RI.KID.3.1.b	Describe the development of a key individual over the course of a multiparagraph informational text
						6.RI.KID.3.2.b	Describe the development of a key event over the course of a multiparagraph informational text
						6.RI.KID.3.3.b	Describe the development of a key idea over the course of a multiparagraph informational text
<i>Strand: Craft and Structure (CAS)</i>							
<b>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.</b>							

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						6.RI.CAS.4.1.b	Determine the meaning of words and phrases that are used figuratively in an informational text
						6.RI.CAS.4.2.b	Identify the use of language that has figurative meanings in an informational text
						6.RI.CAS.4.3.b	Determine the meaning of words and phrases that have connotative meanings in an informational text
						6.RI.CAS.4.4.b	Identify the use of language that has connotative meanings in an informational text
						6.RI.CAS.4.5.b	Determine the meaning of words and phrases that have technical meanings in an informational text
						6.RI.CAS.4.6.b	Identify the use of language that has technical meanings in an informational text
<b>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.</b>							
						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
						6.RI.CAS.5.2.b	Analyze how the structure of an information text contributes to the development of ideas in an informational text
<b>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.</b>							
						6.RI.CAS.6.1.b	Identify an author's point of view or purpose in an informational text
						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
<b>Strand: <i>Integration of Knowledge and Ideas (IKI)</i></b>							
<b>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.</b>							
						6.RI.IKI.7.1.c	Integrate information from different media and informational texts to create meaning about a topic or issue
<b>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.</b>							
						6.RI.IKI.8.1.b	Evaluate an argument presented in an informational text
						6.RI.IKI.8.2.b	Cite claims in support of an argument presented in an informational text
						6.RI.IKI.8.3.b	Evaluate the specific claims of an argument as presented in an informational text
						6.RI.IKI.8.4.b	Cite reasons and evidence that support a claim in an informational text
<b>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).</b>							
						6.RI.IKI.9.1.b	Compare and contrast two authors' presentations of similar events in informational texts
<b>DOMAIN: Reading Standards for Literacy in History/Social Studies</b>							
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.							
<b>Strand: <i>Key Ideas and Details (KID)</i></b>							
<b>6.RH.KID.1 1. Cite specific textual evidence to support analysis of primary and secondary sources.</b>							
						6.RH.KID.1.1.b	Distinguish between a primary and a secondary source
						6.RH.KID.1.2.b	Locate two or more explicit facts or details in a multiparagraph primary and secondary source

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						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
<b>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.</b>							
						6.RH.KID.2.1.b	Describe the central idea of a multiparagraph primary or secondary source
						6.RH.KID.2.2.c	Create an objective summary of a multiparagraph primary or secondary source
<b>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).</b>							
						6.RH.KID.3.1.a	Describe the sequence of steps of a simple process presented in a multiparagraph history/social studies text
						6.RH.KID.3.2.b	Identify the steps of a process described in a multiparagraph history/social studies text
<b>Strand: Craft and Structure (CAS)</b>							
<b>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.</b>							
						6.RH.CAS.4.1.b	Determine the meaning of content related vocabulary found in a history/social studies text
						6.RH.CAS.4.2.b	Determine the meaning of familiar words and phrases in the context of a history/social studies text
<b>6.RH.CAS.5 5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</b>							
						6.RH.CAS.5.1.b	Describe how a sequential structure is used in a history/social studies text to present information
						6.RH.CAS.5.2.b	Describe how a comparative structure is used in a history/social studies text to present information
						6.RH.CAS.5.3.b	Describe how a causal structure is used in a history/social studies text to present information
<b>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).</b>							
						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
						6.RH.CAS.6.2.b	Locate specific details that reflect an author's point of view in a history/social studies text
<b>Strand: Integration of Knowledge and Ideas (IKI)</b>							
<b>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.</b>							
						6.RH.IKI.7.1.b	Determine the meaning of information presented visually in a history/social studies text
						6.RH.IKI.7.2.c	Integrate visual information from print and digital history/social science texts with other information to create meaning
<b>6.RH.IKI.8 8. Distinguish among fact, opinion, and reasoned judgment in a text.</b>							
						6.RH.IKI.8.1.b	Distinguish between fact and opinion in information found in a history/social studies text
						6.RH.IKI.8.2.a	Identify an opinion stated in a history/social studies text
						6.RH.IKI.8.3.b	Cite facts and evidence that support a conclusion based on information in a history/social studies text

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						6.RH.IKI.8.4.b	Distinguish between an informed and uninformed conclusion in a history/social studies text
<b>6.RH.IKI.9.9. Analyze the relationship between a primary and secondary source on the same topic.</b>							
						6.RH.IKI.9.1.a	Locate primary and secondary sources on the same historical topics
						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
<b>DOMAIN: Reading Standards for Literacy in Science and Technical Subjects</b>							
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.							
<i>Strand: Key Ideas and Details (KID)</i>							
<b>6.RST.KID.1.1. Cite specific textual evidence to support analysis of science and technical texts.</b>							
						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
<b>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.</b>							
						6.RST.KID.2.1.b	Determine a key idea using two or more pieces of evidence from a multiparagraph science or technical text
						6.RST.KID.2.2.c	Create an objective summary of a multiparagraph science or technical text
<b>6.RST.KID.3.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</b>							
						6.RST.KID.3.1.a	Identify a multistep procedure in a multiparagraph science or technical text
						6.RST.KID.3.2.c	Follow the sequence of a multistep procedure outlined in a multiparagraph science or technical text
<i>Strand: Craft and Structure (CAS)</i>							
<b>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.</b>							
						6.RST.CAS.4.1.a	Recognize the meaning of symbols that are found in a science or technical text
						6.RST.CAS.4.2.b	Determine the meaning of key terms used in the context of a science or technical text
						6.RST.CAS.4.3.b	Determine the meaning of domain-specific words and phrases found in a science or technical text
<b>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.</b>							
						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
						6.RST.CAS.5.2.b	Analyze how the organizational structure of a science or technical text contributes to the whole
<b>6.RST.CAS.6.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</b>							
						6.RST.CAS.6.1.b	Analyze the author's purpose in including a procedure in a science or technical text
						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
						6.RST.CAS.6.3.b	Analyze the author's purpose in including an experiment in a science or technical text

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<i>Strand: Integration of Knowledge and Ideas (IKI)</i>						
<b>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).</b>						
						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
<b>6.RST.IKI.8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</b>						
						6.RST.IKI.8.1.b Locate examples of facts, reasoned judgment based on research, and speculation in a science or technical text
						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
<b>6.RST.IKI.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.</b>						
						6.RST.IKI.9.1.b Compare and contrast information gained from a science or technical text with information gained from experiments, simulations, video or multimedia sources
<b>DOMAIN: Writing Standards</b>						
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.						
<i>Strand: Text Types and Purposes (TTP)</i>						
<b>6.W.TTP.1.1. Write arguments to support claims with clear reasons and relevant evidence.</b>						
						6.W.TTP.1.1-1.c Introduce claim(s) when writing an argumentative essay
						6.W.TTP.1.1-2.c Organize reasons and evidence clearly when writing an argumentative essay
						6.W.TTP.1.2-1.c Cite clear reasons and relevant evidence to support claims when writing an argumentative essay
						6.W.TTP.1.2-2.c Use credible sources when writing an argumentative essay
						6.W.TTP.1.2-3.c Write accurately about a topic or text when writing an argumentative essay
						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
						6.W.TTP.1.4.c Maintain a formal style when writing an argumentative essay
						6.W.TTP.1.5.c Write a concluding statement or section related to the argument presented when writing an argumentative essay
<b>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.</b>						
						6.W.TTP.2.1-1.c Introduce a topic when writing an informative/explanatory text
						6.W.TTP.2.1-2.c Use strategies to organize ideas, concepts, and information when writing an informative/explanatory text
						6.W.TTP.2.1-3.c Use a variety of methods to aid comprehension when writing an informative/explanatory text
						6.W.TTP.2.2.c Develop a topic with relevant information and examples when writing an informative/explanatory text
						6.W.TTP.2.3.c Use appropriate transitions to clarify the relationships among ideas and concepts when writing an informative/explanatory text
						6.W.TTP.2.4.c Use precise language and domain-specific vocabulary to explain a topic when writing an informative/explanatory text
						6.W.TTP.2.5.c Maintain a formal style when writing an informative/explanatory text

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						6.W.TTP.2.6.c	Write a concluding statement or section that follows from the information presented when writing an informative/explanatory text
<b>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.</b>							
						6.W.TTP.3.1-1.c	Introduce a narrator and/or characters when writing a narrative
						6.W.TTP.3.1-2.c	Organize an event sequence that unfolds naturally and logically when writing a narrative
						6.W.TTP.3.1-3.c	Orient the reader by establishing a context when writing a narrative
						6.W.TTP.3.2.c	Develop experiences, events, and/or characters when writing a narrative
						6.W.TTP.3.3-1.c	Use a variety of transition words, phrases, and clauses to convey sequence when writing a narrative
						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
						6.W.TTP.3.4.c	Use appropriate language to convey experiences and events when writing a narrative
						6.W.TTP.3.5.c	Write a conclusion that follows from the narrated events when writing a narrative
<b>Strand: Production and Distribution of Writing (PDW)</b>							
<b>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.)</b>							
						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
<b>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.)</b>							
						6.W.PDW.5.1.c	Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
<b>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.</b>							
						6.W.PDW.6.1.c	Use technology to produce and publish writing
						6.W.PDW.6.2.c	Use technology to collaborate with others when producing and publishing writing
						6.W.PDW.6.3.c	Display sufficient command of keyboarding skills
<b>Strand: Research to Build and Present Knowledge (RBK)</b>							
<b>6.W.RBK.7 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</b>							
						6.W.RBK.7.1.c	Conduct short research projects to answer a question
						6.W.RBK.7.2.b	Find several sources of information that focus an inquiry during a short research project
<b>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.</b>							
						6.W.RBK.8.1.b	Gather relevant information from multiple print and digital sources for use in a short research project
						6.W.RBK.8.2.b	Evaluate the credibility of each source of information considered for use in a short research project
						6.W.RBK.8.3.b	Quote sources of information appropriately to avoid plagiarism in a short research project
						6.W.RBK.8.4.b	Paraphrase sources of information to avoid plagiarism in a short research project
						6.W.RBK.8.5.a	Find basic bibliographic information for sources used in a short research project

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6.W.RBK.9.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.							
						6.W.RBK.9.1.b	Use Reading Standards for Literature to support analysis, reflection, and research for a short research project
						6.W.RBK.9.2.b	Use Reading Standards for Informational Text to support analysis, reflection, and research for a short research project
<b>DOMAIN: Speaking and Listening Standards</b>							
By the end of the year, use oral language skills with appropriate complexity for grade 6.							
<b>Strand: Comprehension and Collaboration (CAC)</b>							
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.							
						6.SL.CAC.1.1-1.b	Prepare for group discussion by reading or studying required material
						6.SL.CAC.1.1-2.c	Provide evidence about a topic based on preparation during a group discussion
						6.SL.CAC.1.2-1.c	Follow rules established for a collegial group discussion
						6.SL.CAC.1.2-2.c	Set specific goals and deadlines in a group discussion
						6.SL.CAC.1.2-3.c	Define individual roles as needed in a group discussion
						6.SL.CAC.1.3-1.c	Ask detailed questions that contribute to a group discussion
						6.SL.CAC.1.3-2.c	Respond in detail to specific questions that contribute to a group discussion
						6.SL.CAC.1.4-1.b	Summarize the key ideas expressed in a group discussion
						6.SL.CAC.1.4-2.b	Develop conclusions based on information provided during a group discussion
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.							
						6.SL.CAC.2.1.b	Apply information presented in diverse media and formats to a topic under discussion
						6.SL.CAC.2.2.b	Analyze how information presented in diverse media and formats contributes to a topic in a group discussion
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.							
						6.SL.CAC.3.1.b	Describe a speaker's arguments and claims presented orally
						6.SL.CAC.3.2.b	Distinguish between an orally presented claim that is supported and unsupported by evidence
<b>Strand: Presentation of Knowledge and Ideas (PKI)</b>							
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.							
						6.SL.PKI.4.1.c	Sequence ideas logically in presenting claims and findings in an oral presentation
						6.SL.PKI.4.2.c	Emphasize main ideas or themes by using pertinent descriptions, facts, and details in an oral presentation
						6.SL.PKI.4.3.c	Use appropriate eye contact, volume, and pronunciation when presenting orally
6.SL.PKI.5.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.							
						6.SL.PKI.5.1.c	Present information in an oral presentation using multimedia components
						6.SL.PKI.5.2.c	Present information in an oral presentation using visual displays
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.)							
						6.SL.PKI.6.1.c	Adapt a speech to a variety of contexts and tasks



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						6.SL.PKI.6.2.c	Use formal English in an oral presentation when it is appropriate to the task and situation
<b>DOMAIN: Language Standards</b>							
By the end of the year, use language with appropriate complexity for grade 6.							
<b>Strand: Conventions of Standard English (CSE)</b>							
<b>6.L.CSE.1 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>							
						6.L.CSE.1.1.c	Use the proper case of pronouns when writing or speaking
						6.L.CSE.1.2.c	Use intensive pronouns when writing or speaking
						6.L.CSE.1.3.b	Edit writing with inappropriate shifts in pronoun number and person
						6.L.CSE.1.4.b	Edit writing with vague pronouns
						6.L.CSE.1.5-1.b	Distinguish between the use and non-use of standard English in writing speaking
						6.L.CSE.1.5-2.c	Develop strategies to improve expression of conventional language when writing or speaking
<b>6.L.CSE.2 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>							
						6.L.CSE.2.6.c	Use commas, parentheses, and dashes to set off nonrestrictive/parenthetical elements when writing
						6.L.CSE.2.7.b	Spell grade-appropriate words correctly when writing
<b>Strand: Knowledge of Language (KOL)</b>							
<b>6.L.KOL.3 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>							
						6.L.KOL.3.1-1.c	Vary sentence patterns for meaning when writing or speaking
						6.L.KOL.3.1-2.c	Vary sentence patterns for reader/listener interest when writing or speaking
						6.L.KOL.3.1-3.c	Vary sentence patterns for style when writing or speaking
						6.L.KOL.3.2.c	Maintain a consistent style and tone when writing or speaking
<b>Strand: Vocabulary Acquisition and Use (VAU)</b>							
<b>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.</b>							
						6.L.VAU.4.1.b	Determine the meaning of a word or phrase by using context clues
						6.L.VAU.4.2.b	Determine the meaning of a word using grade-appropriate Greek or Latin affixes and roots as clues.
						6.L.VAU.4.3-1.a	Find the pronunciation of a word by consulting reference materials
						6.L.VAU.4.3-2.a	Clarify the precise meaning of a word by consulting reference materials
						6.L.VAU.4.3-3.a	Clarify the part of speech of a word by consulting reference materials
						6.L.VAU.4.4.b	Verify the preliminary determination of the meaning of a word or phrase using strategies
<b>6.L.VAU.5 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>							
						6.L.VAU.5.1.b	Interpret figures of speech in context
						6.L.VAU.5.2.b	Determine the meaning of a word by understanding the category to which it relates
						6.L.VAU.5.3.b	Distinguish between the connotative and denotative definitions of a word
<b>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.</b>							

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					6.L.VAU.6.1.c	Use general academic words and phrases accurately
					6.L.VAU.6.2.c	Use domain-specific words and phrases accurately
					6.L.VAU.6.3.c	Apply vocabulary knowledge when choosing a word or phrase important for comprehension or expression