

**BENCHMARK COMPLEXITY REPORT
ENGLISH LANGUAGE ARTS GRADE 6**

Key: **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).
Benchmark = The wording of the benchmark.
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.

a. Acquire				b. Make Meaning				c. Transfer/Apply			
OCS Code	Benchmark	CCSS Code	CRS Strand	OCS Code	Benchmark	CCSS Code	CRS Strand	OCS Code	Benchmark	CCSS Code	CRS Strand
DOMAIN: Reading Standards for Literature											
Key Ideas and Details											
				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	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.b	Relate a theme in a story, drama, or poem to the key details that support it	RL.6.2	REL	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
				6.RL.KID.3.1.b	Describe the development of the plot over the course of a story or drama	RL.6.3	REL	6.RL.KID.2.3.c	Create an unbiased summary of a story, drama, or poem	RL.6.2	MID
				6.RL.KID.3.2.b	Describe the response of characters as the plot moves toward resolution in a story or drama	RL.6.3	REL				
Craft and Structure											
				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				
				6.RL.CAS.4.2.b	Locate words and phrases that are used figuratively in a story, drama, or poem	RL.6.4	MOW				
				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				
				6.RL.CAS.4.4.b	Locate words and phrases that are used connotatively in a story, drama, or poem	RL.6.4	MOW				
				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				
				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				
				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.5.1.b	Relate the overall structure of a story, drama, or poem to its theme, setting or plot	RL.6.5					
				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				
				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					
				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					
				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					
				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.6.1.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				
Integration of Knowledge and Ideas											
				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	RL.6.7					



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				6.RI.IKI.9.1.b	Compare and contrast the treatment of similar themes/topics in different literary forms or genres	RI.6.9	REL				
DOMAIN: Reading Standards for Informational Text											
Key Ideas and Details											
				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	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.2.1.b	Relate the key idea of a multiparagraph informational text to the key details that support it	RI.6.2	MID	6.RI.KID.2.2.c	Create an unbiased summary of a multiparagraph informational text	RI.6.2	MID
				6.RI.KID.3.1.b	Describe the development of a key individual over the course of a multiparagraph informational text	RI.6.3	REL				
				6.RI.KID.3.2.b	Describe the development of a key event over the course of a multiparagraph informational text	RI.6.3	REL				
				6.RI.KID.3.3.b	Describe the development of a key idea over the course of a multiparagraph informational text	RI.6.3	REL				
Craft and Structure											
				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				
				6.RI.CAS.4.2.b	Identify the use of language that has figurative meanings in an informational text	RI.6.4	MOW				
				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				
				6.RI.CAS.4.4.b	Identify the use of language that has connotative meanings in an informational text	RI.6.4	MOW				
				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				
				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.5.1.b	Analyze how the use of particular sentences, paragraphs, chapters, or sections relate to the structure of an informational text	RI.6.5	TOD				
				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.6.1.b	Identify an author's point of view or purpose in an informational text	RI.6.6	MID				
				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				
Integration of Knowledge and Ideas											
				6.RI.IKI.8.1.b	Evaluate an argument presented in an informational text	RI.6.8		6.RI.IKI.7.1.c	Integrate information from different media and informational texts to create meaning about a topic or issue	RI.6.7	
				6.RI.IKI.8.2.b	Cite claims in support of an argument presented in an informational text	RI.6.8	SUP				
				6.RI.IKI.8.3.b	Evaluate the specific claims of an argument as presented in an informational text	RI.6.8	GEN				
				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.9.1.b	Compare and contrast two authors' presentations of similar events in informational texts	RI.6.9	REL				



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DOMAIN: Reading Standards for Literacy in History/Social Studies											
Key Ideas and Details											
6.RH.KID.3.1.a	Describe the sequence of steps of a simple process presented in a multiparagraph history/social studies text	RH.6-8.3	REL	6.RH.KID.1.1.b	Distinguish between a primary and a secondary source	RH.6-8.1	REL	6.RH.KID.2.2.c	Create an objective summary of a multiparagraph primary or secondary source	RH.6-8.2	MID
				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				
				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.2.1.b	Describe the central idea of a multiparagraph primary or secondary source	RH.6-8.2	MID				
				6.RH.KID.3.2.b	Identify the steps of a process described in a multiparagraph history/social studies text	RH.6-8.3	REL				
Craft and Structure											
				6.RH.CAS.4.1.b	Determine the meaning of content related vocabulary found in a history/social studies text	RH.6-8.4					
				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.5.1.b	Describe how a sequential structure is used in a history/social studies text to present information	RH.6-8.5	REL				
				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				
				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.6.1.b	Locate examples of emotive language that suggests the author's point of view about a historical/social studies text	RH.6-8.6	MID				
				6.RH.CAS.6.2.b	Locate specific details that reflect an author's point of view in a history/social studies text	RH.6-8.6	SUP				
Integration of Knowledge and Ideas											
6.RH.IKI.8.2.a	Identify an opinion stated in a history/social studies text	RH.6-8.8		6.RH.IKI.7.1.b	Determine the meaning of information presented visually in a history/social studies text	RH.6-8.7		6.RH.IKI.7.2.c	Integrate visual information from print and digital history/social science texts with other information to create meaning	RH.6-8.7	
6.RH.IKI.9.1.a	Locate primary and secondary sources on the same historical topics	RH.6-8.9		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				
				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					
				6.RH.IKI.8.4.b	Distinguish between an informed and uninformed conclusion in a history/social studies text	RH.6-8.8	REL				
				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											
Key Ideas and Details											
6.RST.KID.3.1.a	Identify a multistep procedure in a multiparagraph science or technical text	RST.6-8.3	REL	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.c	Create an objective summary of a multiparagraph science or technical text	RST.6-8.2	MID
				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	6.RST.KID.3.2.c	Follow the sequence of a multistep procedure outlined in a multiparagraph science or technical text	RST.6-8.3	REL



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Craft and Structure											
6.RST.CAS.4.1.a	Recognize the meaning of symbols that are found in a science or technical text	RST.6-8.4		6.RST.CAS.4.2.b	Determine the meaning of key terms used in the context of a science or technical text	RST.6-8.4	MOW				
				6.RST.CAS.4.3.b	Determine the meaning of domain-specific words and phrases found in a science or technical text	RST.6-8.4	MOW				
				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	RST.6-8.5	MID				
				6.RST.CAS.5.2.b	Analyze how the organizational structure of a science or technical text contributes to the whole	RST.6-8.5	MID				
				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				
				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				
				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				
Integration of Knowledge and Ideas											
				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	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	RST.6-8.7	REL
				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				
				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	RST.6-8.9					
DOMAIN: Writing Standards											
Text Types and Purposes											
								6.W.TTP.1.1-1.c	Introduce claim(s) when writing an argumentative essay	W6.1a	OUC
								6.W.TTP.1.1-2.c	Organize reasons and evidence clearly when writing an argumentative essay	W6.1a	TOD
								6.W.TTP.1.2-1.c	Cite clear reasons and relevant evidence to support claims when writing an argumentative essay	W6.1b	TOD
								6.W.TTP.1.2-2.c	Use credible sources when writing an argumentative essay	W6.1b	TOD
								6.W.TTP.1.2-3.c	Write accurately about a topic or text when writing an argumentative essay	W6.1b	TOD
								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
								6.W.TTP.1.4.c	Maintain a formal style when writing an argumentative essay	W6.1d	WCH
								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.2.1-1.c	Introduce a topic when writing an informative/explanatory text	W6.2a	OUC
								6.W.TTP.2.1-2.c	Use strategies to organize ideas, concepts, and information when writing an informative/explanatory text	W6.2a	OUC



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								6.W.TTP.2.1-3.c	Use a variety of methods to aid comprehension when writing an informative/explanatory text	W6.2a	
								6.W.TTP.2.2.c	Develop a topic with relevant information and examples when writing an informative/explanatory text	W6.2b	OUC
								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
								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
								6.W.TTP.2.5.c	Maintain a formal style when writing an informative/explanatory text	W6.2e	WCH
								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.3.1-1.c	Introduce a narrator and/or characters when writing a narrative	W6.3a	TOD
								6.W.TTP.3.1-2.c	Organize an event sequence that unfolds naturally and logically when writing a narrative	W6.3a	OUC
								6.W.TTP.3.1-3.c	Orient the reader by establishing a context when writing a narrative	W6.3a	TOD
								6.W.TTP.3.2.c	Develop experiences, events, and/or characters when writing a narrative	W6.3b	TOD
								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
								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
								6.W.TTP.3.4.c	Use appropriate language to convey experiences and events when writing a narrative	W6.3d	WCH
								6.W.TTP.3.5.c	Write a conclusion that follows from the narrated events when writing a narrative	W6.3e	OUC
Production and Distribution of Writing											
								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	W6.4	
								6.W.PDW.5.1.c	Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W6.5	
								6.W.PDW.6.1.c	Use technology to produce and publish writing	W6.6	
								6.W.PDW.6.2.c	Use technology to collaborate with others when producing and publishing writing	W6.6	
								6.W.PDW.6.3.c	Display sufficient command of keyboarding skills	W6.6	
Research to Build and Present Knowledge											
6.W.RBK.8.5.a	Find basic bibliographic information for sources used in a short research project	W6.8		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.7.1.c	Conduct short research projects to answer a question	W6.7	
				6.W.RBK.8.1.b	Gather relevant information from multiple print and digital sources for use in a short research project	W6.8					
				6.W.RBK.8.2.b	Evaluate the credibility of each source of information considered for use in a short research project	W6.8					



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				6.W.RBK.8.3.b	Quote sources of information appropriately to avoid plagiarism in a short research project	W6.8					
				6.W.RBK.8.4.b	Paraphrase sources of information to avoid plagiarism in a short research project	W6.8					
				6.W.RBK.9.1.b	Use Reading Standards for Literature to support analysis, reflection, and research for a short research project	W6.9a					
				6.W.RBK.9.2.b	Use Reading Standards for Informational Text to support analysis, reflection, and research for a short research project	W6.9b					
DOMAIN: Speaking and Listening Standards											
Comprehension and Collaboration											
				6.SL.CAC.1.1-1.b	Prepare for group discussion by reading or studying required material	SL6.1a		6.SL.CAC.1.1-2.c	Provide evidence about a topic based on preparation during a group discussion	SL6.1a	
				6.SL.CAC.1.4-1.b	Summarize the key ideas expressed in a group discussion	SL6.1d		6.SL.CAC.1.2-1.c	Follow rules established for a collegial group discussion	SL6.1b	
				6.SL.CAC.1.4-2.b	Develop conclusions based on information provided during a group discussion	SL6.1d		6.SL.CAC.1.2-2.c	Set specific goals and deadlines in a group discussion	SL6.1b	
				6.SL.CAC.2.1.b	Apply information presented in diverse media and formats to a topic under discussion	SL6.2		6.SL.CAC.1.2-3.c	Define individual roles as needed in a group discussion	SL6.1b	
				6.SL.CAC.2.2.b	Analyze how information presented in diverse media and formats contributes to a topic in a group discussion	SL6.2		6.SL.CAC.1.3-1.c	Ask detailed questions that contribute to a group discussion	SL6.1c	
				6.SL.CAC.3.1.b	Describe a speaker's arguments and claims presented orally	SL6.3		6.SL.CAC.1.3-2.c	Respond in detail to specific questions that contribute to a group discussion	SL6.1c	
				6.SL.CAC.3.2.b	Distinguish between an orally presented claim that is supported and unsupported by evidence	SL6.3					
Presentation of Knowledge and Ideas											
								6.SL.PKI.4.1.c	Sequence ideas logically in presenting claims and findings in an oral presentation	SL6.4	
								6.SL.PKI.4.2.c	Emphasize main ideas or themes by using pertinent descriptions, facts, and details in an oral presentation	SL6.4	
								6.SL.PKI.4.3.c	Use appropriate eye contact, volume, and pronunciation when presenting orally	SL6.4	
								6.SL.PKI.5.1.c	Present information in an oral presentation using multimedia components	SL6.5	
								6.SL.PKI.5.2.c	Present information in an oral presentation using visual displays	SL6.5	
								6.SL.PKI.6.1.c	Adapt a speech to a variety of contexts and tasks	SL6.6	
								6.SL.PKI.6.2.c	Use formal English in an oral presentation when it is appropriate to the task and situation	SL6.6	
DOMAIN: Language Standards											
Conventions of Standard English											
				6.L.CSE.1.3.b	Edit writing with inappropriate shifts in pronoun number and person	L6.1c		6.L.CSE.1.1.c	Use the proper case of pronouns when writing or speaking	L6.1a	COU
				6.L.CSE.1.4.b	Edit writing with vague pronouns	L6.1d	WCH	6.L.CSE.1.2.c	Use intensive pronouns when writing or speaking	L6.1b	COU
				6.L.CSE.1.5-1.b	Distinguish between the use and non-use of standard English in writing speaking	L6.1e		6.L.CSE.1.5-2.c	Develop strategies to improve expression of conventional language when writing or speaking	L6.1e	
				6.L.CSE.2.7.b	Spell grade-appropriate words correctly when writing	L6.2b		6.L.CSE.2.6.c	Use commas, parentheses, and dashes to set off nonrestrictive/parenthetical elements when writing	L6.2a	COP
Knowledge of Language											



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								6.L.KOL.3.1-1.c	Vary sentence patterns for meaning when writing or speaking	L6.3a	WCH
								6.L.KOL.3.1-2.c	Vary sentence patterns for reader/listener interest when writing or speaking	L6.3a	
								6.L.KOL.3.1-3.c	Vary sentence patterns for style when writing or speaking	L6.3a	
								6.L.KOL.3.2.c	Maintain a consistent style and tone when writing or speaking	L6.3b	WCH
Vocabulary Acquisition and Use											
6.L.VAU.4.3-1.a	Find the pronunciation of a word by consulting reference materials	L6.4c		6.L.VAU.4.1.b	Determine the meaning of a word or phrase by using context clues	L6.4a	MOW	6.L.VAU.6.1.c	Use general academic words and phrases accurately	L6.6	WCH
6.L.VAU.4.3-2.a	Clarify the precise meaning of a word by consulting reference materials	L6.4c		6.L.VAU.4.2.b	Determine the meaning of a word using grade-appropriate Greek or Latin affixes and roots as clues.	L6.4b		6.L.VAU.6.2.c	Use domain-specific words and phrases accurately	L6.6	WCH
6.L.VAU.4.3-3.a	Clarify the part of speech of a word by consulting reference materials	L6.4c		6.L.VAU.4.4.b	Verify the preliminary determination of the meaning of a word or phrase using strategies	L6.4d	MOW	6.L.VAU.6.3.c	Apply vocabulary knowledge when choosing a word or phrase important for comprehension or expression	L6.6	WCH
				6.L.VAU.5.1.b	Interpret figures of speech in context	L6.5a	MOW				
				6.L.VAU.5.2.b	Determine the meaning of a word by understanding the category to which it relates	L6.5b					
				6.L.VAU.5.3.b	Distinguish between the connotative and denotative definitions of a word	L6.5c	MOW				