

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS
GRADE 6**

READING: LITERATURE

General Category: Key Ideas and Details <i>(the benchmarks below encompasses 40-65% of MCA test items)</i>					
Level	Strand/Sub-strand	Anchor Standard	Grade 6 Benchmark	MCA Test Specifications	Notes
6	4. READING: Literature	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Cite textual evidence to: (6.4.1.1) <ul style="list-style-type: none"> • support analysis of what the text says explicitly • draw inferences from the text 	<ul style="list-style-type: none"> • Items may require interpretation of symbolism. 	
6	4. READING: Literature	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Determine a theme or central idea of a text and how it is conveyed through specific details. Provide a summary of the text void of personal opinions or judgments. (6.4.2.2)	(None)	
6	4. READING: Literature	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Describe how a particular story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution. (6.4.3.3)	<ul style="list-style-type: none"> • Items are not limited to a discussion of how plot impacts character. • Items may address characterization in a poem as well as a story or drama. • Items may address basic and/or complex characterization. 	

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Level	Strand/Sub-strand	Anchor Standard	Grade 6 Benchmark	MCA Test Specifications	Notes
6	4. READING: Literature	(Continued)	(Continued)	(Continued) <ul style="list-style-type: none"> • When assessing characterization, items may include evaluation of: <ul style="list-style-type: none"> - character traits (emotions, motivations, attitudes, intentions) - methods of characterization (behavior/actions, dialogue/speech, thoughts) - characters' influence or affect on story/plot development - (sequence of events, setting—time and place—and/or theme) - comparison/contrast of characters - conflict within, between, and/or among characters, including recognition of specific types of conflict (e.g., person vs. person, person vs. society, person vs. self, person vs. nature.) - impact of setting on characters - prediction of characters' likely action in the future • Items may require the identification of main ideas or supporting ideas that aid in development of character, setting, or events—plot. 	

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Level	Strand/Sub-strand	Anchor Standard	Grade 6 Benchmark	MCA Test Specifications	Notes
6	4. READING: Literature	(Continued)	(Continued)	(Continued) <ul style="list-style-type: none"> • Items may assess literary elements as stand-alone features (e.g., students may be required to identify the events that comprise the main plot, or students may be required to identify the setting of a story). • Items may assess literary elements in relationship to one another (e.g., students may be required to understand how setting impacts conflict, how the sequence of events shapes the resolution, or how setting and plot work together to create mood, etc.). • In the case of first person point-of-view where the narrator is a character in the passage, items may assess literary point-of-view. 	

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READING: LITERATURE

General Category: Craft and Structure <i>(the benchmarks below encompasses 30-55% of MCA test items)</i>					
Level	Strand/Sub-strand	Anchor Standard	Grade 6 Benchmark	MCA Test Specifications	Notes
6	4. READING: Literature	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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. (6.4.4.4)	(None)	
6	4. READING Literature	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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. (6.4.5.5)	<ul style="list-style-type: none"> • Items may assess distinguishing features of fiction, drama, or poetry. 	
6	4. READING Literature	6. Assess how point of view or purpose shapes the content and style of a text.	Explain how an author develops the point of view of the narrator or speaker in a text, including those by or about Minnesota American Indians. (6.4.6.6)	<ul style="list-style-type: none"> • Items may assess a character's point-of-view/perspective. 	

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READING: LITERATURE

General Category: Integration of Knowledge and Ideas					
Level	Strand/Sub-strand	Anchor Standard	Grade 6 Benchmark	MCA Test Specifications	Notes
6	4. READING Literature	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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. (6.4.7.7)	(Assessed at classroom level only.)	
6	4. READING Literature	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	(Not applicable to literature)		
6	4. READING Literature	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (6.4.9.9)	(Assessed at classroom level only.)	

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS
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READING: LITERATURE

General Category: Range of Reading and Level of Text Complexity					
Level	Strand/Sub-strand	Anchor Standard	Grade 6 Benchmark	MCA Test Specifications	Notes
6	4. READING Literature	10. Read and comprehend complex literary and information texts independently and proficiently.	<p>By the end of the year, read and comprehend grades 6-8 literature and other texts including stories, dramas, and poems. Readers will read independently and proficiently at the high end of the range. (6.4.10.10)</p> <ul style="list-style-type: none"> • Self-select texts for personal enjoyment, interest, and academic tasks. • Read widely to understand multiple perspectives and pluralistic viewpoints 	(None)	

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS
GRADE 6**

READING: INFORMATIONAL TEXT

General Category: Key Ideas and Details <i>(the benchmarks below encompasses 40-65% of MCA test items)</i>					
Level	Strand/Sub-strand	Anchor Standard	Grade 6 Benchmark	MCA Test Specifications	Notes
6	5. READING Informational Text	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Cite textual evidence to: (6.5.1.1) <ul style="list-style-type: none"> • support analysis of what the text says explicitly • draw inferences from the text 	<ul style="list-style-type: none"> • Items may require interpretation of symbolism. 	
6	5. READING Informational Text	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Determine a central idea of a text and how it is conveyed through specific details. Provide a summary of the text void of personal opinions or judgments. (6.5.2.2)	(None)	

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READING: INFORMATIONAL TEXT

Level	Strand/Sub-strand	Anchor Standard	Grade 6 Benchmark	MCA Test Specifications	Notes
6	5. READING Informational Text	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (6.5.3.3)	<ul style="list-style-type: none"> • Items include, but are not limited to, understanding sequence of events and their effect on individuals; cause and effect; impact of setting on individuals (e.g., inventors) and process (e.g., the weather’s impact on commercial fishing); and prediction. • Items may include analysis of the motivation of individuals—real people—and/or interpretation of their actions based on events. • Items may address the author’s method of organization for nonfiction text or an individual’s method of evaluating a problem or concept (e.g., problem/ solution; cause/effect; compare/contrast; chronological order; description). • In the case of literary nonfiction presented as a narrative, such as a memoir, introduction of real people or characters and/or events and their development may be assessed via plot technique (i.e., exposition, rising action), etc. 	

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READING: INFORMATIONAL TEXT

General Category: Craft and Structure <i>(the benchmarks below encompasses 30-55% of MCA test items)</i>					
Level	Strand/Sub-strand	Anchor Standard	Grade 6 Benchmark	MCA Test Specifications	Notes
6	5. READING Informational Text	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (6.5.4.4)	(None)	
6	5. READING Informational Text	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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. (6.5.5.5)	<ul style="list-style-type: none"> • Items may address author’s method of organization for nonfiction text; problem/solution; cause/effect; compare/contrast; chronological order; classification; description. • Considerations of text structure may also include the function of lines of poetry (e.g., when an author uses poetry—either created by the author or quoted from another source—to convey an idea or further illustrate a point). 	
6	5. READING Informational Text	6. Assess how point of view or purpose shapes the content and style of a text.	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. (6.5.6.6)	<ul style="list-style-type: none"> • The terms author’s point-of-view and author’s perspective, solely as they relate to the author’s purpose, are interchangeable. (In literary nonfiction, the author and the narrator may be—but are not necessarily—one and the same.) • Items may assess the appropriateness and/or credibility of author’s sources. 	

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READING: INFORMATIONAL TEXT

General Category: Integration of Knowledge and Ideas <i>(the benchmarks below encompasses 5-20% of MCA test items)</i>					
Level	Strand/Sub-strand	Anchor Standard	Grade 6 Benchmark	MCA Test Specifications	Notes
6	5. READING Informational Text	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Integrate information presented in different media and written text to develop a coherent understanding of a topic or issue (e.g. film, audio, news article, interview, propaganda, advertising, etc.). (6.5.7.7)	(Assessed at classroom level only.)	
6	5. READING Informational Text	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Outline and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (6.5.8.8)	<ul style="list-style-type: none"> • Items may assess the author’s appropriate or inappropriate use of methods of argumentation (e.g., analogy, details and examples, use of authoritative sources, use of inductive and deductive reasoning, etc.). • Recognition of effective persuasive argumentation versus argumentation containing bias. • Items may assess basic fallacies of logic (e.g., stereotyping, hasty generalization, false analogy, emotional appeal, post hoc ergo propter hoc, false dilemma and etc.). • Items may assess adequacy, accuracy and appropriateness of author’s evidence and credibility of sources. • Items may assess the identification of author’s use of fact versus opinion or the appropriateness of author’s defense of facts or opinions. • Items may examine cause-and-effect relationships. 	

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READING: INFORMATIONAL TEXT

Level	Strand/Sub-strand	Anchor Standard	Grade 6 Benchmark	MCA Test Specifications	Notes
6	5. READING Informational Text	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Compare and contrast one author's presentation of events, including events related to Minnesota American Indians, with that of another (e.g., a memoir written by and a biography on the same person). (6.5.9.9)	(Assessed at classroom level only.)	
General Category: Range of Reading and Level of Text Complexity					
6	5. READING Informational Text	10. Read and comprehend complex literary and information texts independently and proficiently.	By the end of the year, read and comprehend grades 6-8 literary nonfiction texts. Readers will read at the high end of the range. <ul style="list-style-type: none"> • Self-select texts for personal enjoyment, interest, and academic tasks. (6.5.10.10)	(None)	

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WRITING

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 6 Benchmark	Notes
6	7. WRITING	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>Write arguments (e.g., persuasion, problem/solution) to support a claim or stance. Give clear reasons and relevant evidence. (6.7.1.1)</p> <ul style="list-style-type: none"> • Introduce a claim/stance and organize the reasons and evidence clearly. • Support claim/stance with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to clarify the relationships among claims/stances and reasons. • Establish and maintain a formal style that uses appropriate voice and presentation. • Provide a concluding statement or section that follows from the argument presented. 	

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WRITING

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 6 Benchmark	Notes
6	7. WRITING	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (6.7.2.2)</p> <ul style="list-style-type: none"> • Introduce topic clearly: <ul style="list-style-type: none"> - Create attention getter. - Provide link between attention getter and thesis. - Preview main ideas. - Write thesis statement. - Preview organizational plan to follow: <ul style="list-style-type: none"> • definition. • classification. • comparison/contrast. • cause/effect. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. <ul style="list-style-type: none"> - Organize ideas, concepts, and information, using strategies such as: <ul style="list-style-type: none"> • definition. • classification. • comparison/contrast. • cause/effect. - Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful on aiding comprehension. • Use appropriate transitions to clarify the relationships among ideas and concepts. • Use precise language and subject-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style that uses appropriate voice and presentation. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 	

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WRITING

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 6 Benchmark	Notes
6	7. WRITING	3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<p>Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (6.7.3.3)</p> <ul style="list-style-type: none"> • Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences, events, and /or characters. • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events. • Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events. 	
6	7. WRITING	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Follow the guidelines of the Six Traits of Writing Model as appropriate:</p> <ul style="list-style-type: none"> • Ideas • Organization • Word Choice • Fluency • Voice • Conventions <p>(Grade-specific expectations for writing types are defined in standards 1-3 above.) (6.7.4.4)</p>	

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WRITING

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6	7. WRITING	5. Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, 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.) (6.7.5.5)	
6	7. WRITING	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Use technology, including the Internet, to: (6.7.6.6) <ul style="list-style-type: none"> • produce, revise and publish writing. • cite all sources. • respond to ongoing feedback, including new arguments or information. • interact and collaborate with others. • demonstrate sufficient command of keyboarding skills. 	
6	7. WRITING	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Conduct short research projects to answer a question. Draw on several sources and refocus the inquiry when appropriate. (6.7.7.7)	
6	7. WRITING	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<ul style="list-style-type: none"> • Gather relevant information from multiple print and digital sources. • Assess the credibility of each source. • Quote or paraphrase the data and conclusions of others. • Do not plagiarize and provide basic bibliographic information for sources. (6.7.8.8)	

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WRITING

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 6 Benchmark	Notes
6	7. WRITING	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support the student writer’s analysis, reflection, and research. (6.7.9.9) <ul style="list-style-type: none"> • Refer to and apply grade 6 Reading standards to literature sources (e.g., “Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians in terms of their approaches to similar theses and topics.”). • Refer to and apply grade 6 Reading benchmarks to literary nonfiction sources (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.”). 	
6	7. WRITING	10. 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.	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 discipline-specific tasks, purposes, and audiences. (6.7.10.10) <ul style="list-style-type: none"> • Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. • Genre requirements to be determined by committee. 	

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS
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SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 6 Benchmark	Notes
6	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<p>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. (6.9.1.1)</p> <ul style="list-style-type: none"> • Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. • Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. • Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion. 	
6	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<ul style="list-style-type: none"> • Interpret information presented in diverse media and formats. (e.g., visually, quantitatively, orally) • Explain how it contributes to a topic, text, or issue under study. (6.9.2.2) 	
6	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Delineate a speaker's argument, specific claims, and intended audience, distinguishing claims that are supported by reasons and evidence from claims that are not. (6.9.3.3)	

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SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 6 Benchmark	Notes
6	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Present Claims and findings through: (6.9.4.4) <ul style="list-style-type: none"> • Effective communication of content <ul style="list-style-type: none"> - Sequence ideas logically - Use pertinent descriptions, facts and details to accentuate main ideas or themes - Respect intellectual properties • Effective Verbal Communication: <ul style="list-style-type: none"> - Volume - Speed/rate of speech - Clarity of words - Diction (upper level grades) - Intonation (upper level grades) - Tone (upper level grades) • Effective Non-verbal Communication: <ul style="list-style-type: none"> - Eye contact - Gestures - Stance - Movement appropriate to circumstance - Facial expression 	
6	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (6.9.5.5)	
6	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Adapt content of formal and informal speech to a variety of contexts, audiences, tasks, and feedback from self and others. Demonstrate command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) (6.9.6.6)	

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SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY

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6	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	7. Critically analyze information found in electronic, print, and mass media and use a variety of these sources.	<p>Understand, analyze, and use different types of print, digital, and multimodal media. (6.9.7.7)</p> <ul style="list-style-type: none"> • Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements). • Evaluate mass media with regard to accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, print and digital media, advertisements). • Recognize and use ethical standards and safe practices in social and personal media communications. 	
6	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.	<p>As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose. (6.9.8.8)</p> <ul style="list-style-type: none"> • Demonstrate a developmentally appropriate understanding of <ul style="list-style-type: none"> - copyright - attribution - principles of Fair Use - Creative Commons licenses - the effect of genre on conventions of attribution and citation • Publish the work and share with an audience. 	

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LANGUAGE

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 6 Benchmark	Notes
6	11. LANGUAGE	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.11.1.1) <ul style="list-style-type: none"> • Ensure that pronouns are in the proper case (subjective, objective, possessive). • Use intensive pronouns (e.g., myself, ourselves). • Recognize and correct inappropriate shifts in pronoun number and person. • Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). • Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. 	
6	11. LANGUAGE	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (6.11.2.2) <ul style="list-style-type: none"> • Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. • Spell correctly. 	
6	11. LANGUAGE	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (6.11.3.3) <ul style="list-style-type: none"> • Vary sentence patterns for meaning, reader/listener interest, and style. • Maintain consistency in style and tone. 	

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LANGUAGE

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 6 Benchmark	Notes
6	11. LANGUAGE	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	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. (6.11.4.4) <ul style="list-style-type: none"> • Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). • Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify its precise meaning or its part of speech. • Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	
6	11. LANGUAGE	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness. (6.11.5.5) <ul style="list-style-type: none"> • Interpret figures of speech (e.g., personification) in context. • Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. • Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). 	

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LANGUAGE

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 6 Benchmark	Notes
6	11. LANGUAGE	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	<ul style="list-style-type: none"> • 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. (6.11.6.6)	