

Sixth Grade Language Arts Standards and Benchmarks

Standard #1: Reading and Listening for Comprehension		
Definition: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.		
Benchmark #1-A: Listen to, read, react to, and interpret information.	Performance Objective 1	<input type="checkbox"/> Narrate a fictional or autobiographical account.
	Performance Objective 2	<input type="checkbox"/> Relate details, main ideas, setting, action, and main character(s).
	Performance Objective 3	<input type="checkbox"/> Explore expressive materials that are read, heard, or viewed.
	Performance Objective 4	<input type="checkbox"/> Identify and interpret figurative language in an oral selection.
	Performance Objective 5	<input type="checkbox"/> Interact appropriately in group settings.
	Performance Objective 6	<input type="checkbox"/> Reflect on learning experiences by describing personal learning growth and change in perspective.
	Performance Objective 7	<input type="checkbox"/> Interpret how personal circumstances and background shape interaction with text.
Benchmark #1-B: Gather and use information for research and other purposes	Performance Objective 1	<input type="checkbox"/> Interpret and synthesize information from a variety of sources by: <input type="checkbox"/> reviewing the characteristics of informational works <input type="checkbox"/> restating and summarizing information <input type="checkbox"/> determining the importance of information <input type="checkbox"/> making connections to related topics and information <input type="checkbox"/> monitoring comprehension <input type="checkbox"/> drawing inferences <input type="checkbox"/> generating questions
	Performance Objective 2	<input type="checkbox"/> Use multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and advertisements by: <input type="checkbox"/> exploring a variety of sources that provide information (e.g., books, newspapers, Internet, electronic databases, CD-ROMs) <input type="checkbox"/> distinguishing between primary and secondary sources
	Performance Objective 3	<input type="checkbox"/> Organize information gathered for a research topic into major components based on appropriate criteria.
Benchmark #1-C: Apply critical thinking skills to analyze information	Performance Objective 1	<input type="checkbox"/> Use critical thinking skills and create criteria to evaluate text and multimedia by: <input type="checkbox"/> determining purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques <input type="checkbox"/> identifying and exploring the underlying assumptions of the author
	Performance Objective 2	<input type="checkbox"/> Recognize the point of view of the author by considering alternative points of view or reasons by remaining fair-minded and open to other interpretations.
	Performance Objective 3	<input type="checkbox"/> Develop and apply appropriate criteria to evaluate the quality of communication by: <input type="checkbox"/> using knowledge of language structure and literary or media techniques <input type="checkbox"/> drawing conclusions based on evidence, reasons, or relevant information <input type="checkbox"/> considering the implications, consequences, or impact of those conclusions

<u>Benchmark #1-D:</u> Demonstrate competence in the skills and strategies of the reading process	Performance Objective 1	<input type="checkbox"/> Increase fluency, comprehension, and insight through meaningful and comprehensive reading instruction by: <input type="checkbox"/> using effective reading strategies to match type of text <input type="checkbox"/> reading self-selected literature and other materials of individual interest <input type="checkbox"/> reading selections and other materials assigned <input type="checkbox"/> discussing selections in teacher-student discussions and small groups <input type="checkbox"/> taking an active role in whole-class seminar <input type="checkbox"/> discussing and analyzing the effects on texts of literary devices, such as figurative language, dialogue and flashback <input type="checkbox"/> interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style <input type="checkbox"/> investigating examples of distortion and stereotype <input type="checkbox"/> recognizing underlying messages in order to identify recurring themes
	Performance Objective 2	<input type="checkbox"/> Generate questions to be answered while reading and reflect on what has been learned after reading.
	Performance Objective 3	<input type="checkbox"/> Use specific strategies to clear up confusing parts of a text (e.g., re-read the text, consult another source, ask for help).
	Performance Objective 4	<input type="checkbox"/> Follow oral and written directions for a procedure.
	Performance Objective 5	<input type="checkbox"/> Use knowledge of punctuation to assist in comprehension.

Standard #2: Writing and Speaking for Expression Definition: Students will communicate effectively through speaking and writing.		
<u>Benchmark #2-A:</u> Use speaking as an interpersonal communication tool	Performance Objective 1	<input type="checkbox"/> Assume a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator, reporter/synthesizer).
	Performance Objective 2	<input type="checkbox"/> Clarify, illustrate, and expand upon topics in discussions
	Performance Objective 3	<input type="checkbox"/> Use oral clues to indicate levels of certainty (e.g., “what if,” “very likely,” “I’m unsure of”).
<u>Benchmark #2-B:</u> Apply grammatical and language conventions to communicate	Performance Objective 1	<input type="checkbox"/> Use simple, compound, complex, and compound-complex sentences.
	Performance Objective 2	<input type="checkbox"/> Use effective coordination and subordination of ideas to express complete thoughts.
	Performance Objective 3	<input type="checkbox"/> Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses to convey appropriate meaning.
	Performance Objective 4	<input type="checkbox"/> Use verbs that agree with compound subjects.
	Performance Objective 5	<input type="checkbox"/> Punctuate using commas that link two clauses with a conjunction in compound sentences.
	Performance Objective 6	<input type="checkbox"/> Correctly spell frequently misspelled words (e.g., there, their, they’re).
	Performance Objective 7	<input type="checkbox"/> Demonstrate an awareness of language conventions and usage during oral presentations.
	Performance Objective 8	<input type="checkbox"/> Identify and correct errors in everyday speech.
	Performance Objective 9	<input type="checkbox"/> Support opinions expressed with detailed evidence and with visual or media displays that use appropriate technologies.

<u>Benchmark #2-C:</u> Demonstrate competence in the skills and strategies of the writing process	Performance Objective 1	<input type="checkbox"/> Compose a variety of writings that express individual perspectives drawn from personal or related experience by: <input type="checkbox"/> drafting, revising, editing, and proofreading own written work <input type="checkbox"/> using direct feedback from peers to revise content <input type="checkbox"/> writing for public and private audiences
	Performance Objective 2	<input type="checkbox"/> Demonstrate competence in writing essays that present problems and solutions (e.g., identifies and defines the problem, describes a solution clearly and convincingly, presents logical and well-supported reasons).
	Performance Objective 3	<input type="checkbox"/> Produce writings that incorporate a definite voice of the author appropriate to the writing purpose.
	Performance Objective 4	<input type="checkbox"/> Use electronic media to effectively communicate with others.

Standard #3: Literature and Media Definition: Students will use literature and media to develop an understanding of people, societies, and the self.		
<u>Benchmark #3-A:</u> Use language, literature, and media to understand various social and cultural perspectives	Performance Objective 1	<input type="checkbox"/> Describe how characters' actions reflect their cultures.
	Performance Objective 2	<input type="checkbox"/> Respond to historically or culturally significant works of literature to develop an awareness of perspective(s).
	Performance Objective 3	<input type="checkbox"/> Examine connections between cultures worldwide and American society as depicted through literature and media.
<u>Benchmark #3-B:</u> Identify ideas and make connections among literary works	Performance Objective 1	<input type="checkbox"/> Describe the author's use of various techniques (e.g., appeal of characters, logic and credibility of plots and setting, use of figurative language, emotional impact) to influence readers' perspectives.
	Performance Objective 2	<input type="checkbox"/> Identify the various themes in literary works.
	Performance Objective 3	<input type="checkbox"/> Compare and contrast print and non-print versions of a literary work.