

## Bemidji Area Schools English Language Arts Grade 6 Outcomes

L e v e l	Strand/Sub- strand	Anchor Standard	Benchmark
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.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6	4. READING Literature	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.
6	4. READING Literature	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.
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.	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.
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.	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.
6	4. READING Literature	6. Assess how point of view or purpose shapes the content and style of a text.	6. Explain how an author develops the point of view of the narrator or speaker in a text, <b>including those by or about Minnesota American Indians.</b>
6	4. READING Literature	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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.
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.	8. (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.	9. Compare and contrast texts in different forms or genres <b>including those by and about Minnesota American Indians</b> (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

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6	4. READING Literature	10. Read and comprehend complex literary and information texts independently and proficiently.	10. By the end of the year, read and comprehend literature <b>and other texts</b> including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently <b>and independently</b> with <b>appropriate</b> scaffolding <b>for texts</b> at the high end of the range. <b>a. Self-select texts for personal enjoyment, interest and academic tasks.</b> <b>b. Read widely to understand multiple perspectives and pluralistic viewpoints.</b>
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.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.	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.
6	5. READING Informational Text	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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).
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.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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.	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.
6	5. READING Informational Text	6. Assess how point of view or purpose shapes the content and style of a text.	6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
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.	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.

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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.	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.
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.	9. Compare and contrast one author's presentation of events, <b>including events related to Minnesota American Indians</b> , with that of another (e.g., a memoir written by and a biography on the same person).
6	5. READING Informational Text	10. Read and comprehend complex literary and information texts independently and proficiently.	10. 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. <b>a. Self-select texts for personal enjoyment, interest, and academic tasks.</b>
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.	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
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.	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.

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6	7. WRITING	3. Write narratives <b>and other creative texts</b> to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3. Write narratives <b>and other creative texts</b> to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use <b>literary and</b> narrative techniques, such as dialogue, pacing, <b>rhythm</b> and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, <b>figurative</b> and sensory language to convey experiences and events. e. Provide a conclusion ( <b>when appropriate to the genre</b> ) 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.	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 standards 1–3 above.)
6	7. WRITING	5. <b>Use a writing process</b> to develop and strengthen writing as needed by planning, <b>drafting</b> , revising, editing, rewriting, or trying a new approach.	5. With some guidance and support from peers and adults, <b>use a writing process</b> to develop and strengthen writing as needed by planning, <b>drafting</b> , 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 on page 73.)
6	7. WRITING	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.
6	7. WRITING	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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.	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.

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6	7. WRITING	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres <b>including those by and about Minnesota American Indians</b> [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (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.	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 discipline-specific tasks, purposes, and audiences. a. <b>Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</b>
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.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly. a. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. e. <b>Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.</b>
6	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	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.

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6	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. Delineate a speaker's argument, specific claims, <b>and intended audience</b> , distinguishing claims that are supported by reasons and evidence from claims that are not.
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.	4. Present claims and findings, respect intellectual properties, sequence 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	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.	5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
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.	6. Adapt speech to a variety of contexts, <b>audiences</b> , tasks, <b>and feedback from self and others</b> , demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 73 for specific expectations.)
6	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	<b>7. Critically analyze information found in electronic, print, and mass media and use a variety of these sources.</b>	<b>7. Understand, analyze, and use different types of print, digital, and multimodal media.</b> a. Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements). b. 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). c. Recognize ethical standards and safe practices in social and personal media communications.
6	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	<b>8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.</b>	<b>8. 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.</b> a. Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation. b. Publish the work and share with an audience.

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6	11. LANGUAGE	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. 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.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. 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.	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*
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.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies. a. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i> ). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. 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.	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings <b>to extend word consciousness</b> . a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).

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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.	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.