

Main Criteria: Structure and Style for Students

Secondary Criteria: Arkansas Standards

Subject: Language Arts

Grade: 6

## Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Arkansas Standards

Language Arts

Grade 6 - Adopted: 2023

### STRAND / TOPIC Grade 6 English Language Arts Standards

CONTENT STANDARD	Reading Comprehension
PERFORMANCE EXPECTATION	<b>Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>

BENCHMARK / PROFICIENCY 6.RC.1.R Provide an objective summary of a text.  
F.

BENCHMARK / PROFICIENCY 6.RC.2.R Determine how a central idea and/or theme of a text is conveyed through supporting details.  
F.

### STRAND / TOPIC Grade 6 English Language Arts Standards

CONTENT STANDARD	Reading Comprehension
PERFORMANCE EXPECTATION	<b>Reading Information - Reading Information includes skills that are specific to non-fiction texts.</b>

BENCHMARK / PROFICIENCY 6.RC.11. Describe how a central individual, event, or idea is introduced and developed in a text.  
RI.

BENCHMARK / PROFICIENCY 6.RC.12. Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument.  
RI.

BENCHMARK / PROFICIENCY 6.RC.14. Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).  
RI.

### STRAND / TOPIC Grade 6 English Language Arts Standards

CONTENT STANDARD	Writing
PERFORMANCE EXPECTATION	<b>Style - Writing style includes different types of writing for different purposes.</b>

BENCHMARK / PROFICIENCY 6.W.2.S. Write to inform about a topic.

DESCRIPTOR Organize ideas, concepts, and information.

DESCRIPTOR Use relevant facts, definitions, concrete details, and quotations.

**STRAND /  
TOPIC**

**Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>
BENCHMARK / PROFICIENCY	6.W.4.P.	Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.
BENCHMARK / PROFICIENCY	6.W.8.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	6.W.9.P.	Develop writing stamina during single sessions and over extended periods of time.

**STRAND /  
TOPIC**

**Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
<b>PERFORMANCE EXPECTATION</b>	6.V.1.	Use general academic and content-specific words and phrases accurately.

**STRAND /  
TOPIC**

**Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
<b>PERFORMANCE EXPECTATION</b>	6.V.3.	<b>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:</b>
BENCHMARK / PROFICIENCY		Use context

**STRAND /  
TOPIC**

**Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
<b>PERFORMANCE EXPECTATION</b>	6.V.5.	Determine how word choice contributes to the meaning, style, and/or tone of a text.

**STRAND /  
TOPIC**

**Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>

BENCHMARK / PROFICIENCY 6.CC.1.S LC. Express ideas in a collaborative setting, using effective discussion strategies.

BENCHMARK / PROFICIENCY 6.CC.2.S LC. Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.

**STRAND / TOPIC** Grade 6 English Language Arts Standards

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>

BENCHMARK / PROFICIENCY 6.CC.3.S LC. Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:

DESCRIPTOR One-on-one

DESCRIPTOR In small groups

DESCRIPTOR Teacher-led

**STRAND / TOPIC** Grade 6 English Language Arts Standards

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.</b>

BENCHMARK / PROFICIENCY 6.CC.9.P. Present claims and evidence.

BENCHMARK / PROFICIENCY 6.CC.13. P. Use eye contact, adequate volume, and clear pronunciation in consideration of the audience.

BENCHMARK / PROFICIENCY 6.CC.14. P. Demonstrate command of standard English when indicated or appropriate.

**STRAND / TOPIC** Grade 6 English Language Arts Standards

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>

BENCHMARK / PROFICIENCY 6.RC.1.R F. Provide an objective summary of a text.

BENCHMARK / PROFICIENCY 6.RC.2.R Determine how a central idea and/or theme of a text is conveyed through supporting details.  
F.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Information - Reading Information includes skills that are specific to non-fiction texts.</b>

BENCHMARK / PROFICIENCY 6.RC.11. Describe how a central individual, event, or idea is introduced and developed in a text.  
RI.

BENCHMARK / PROFICIENCY 6.RC.12. Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument.  
RI.

BENCHMARK / PROFICIENCY 6.RC.14. Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).  
RI.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>

**BENCHMARK / PROFICIENCY** 6.W.2.S. **Write to inform about a topic.**

DESCRIPTOR Organize ideas, concepts, and information.

DESCRIPTOR Use relevant facts, definitions, concrete details, and quotations.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>

BENCHMARK / PROFICIENCY 6.W.4.P. Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.

BENCHMARK / PROFICIENCY 6.W.5.P. Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.

BENCHMARK / PROFICIENCY 6.W.8.P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

BENCHMARK / PROFICIENCY 6.W.9.P. Develop writing stamina during single sessions and over extended periods of time.

BENCHMARK / PROFICIENCY	6.W.10.P.	Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.
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BENCHMARK / PROFICIENCY	6.W.12.P.	Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION	6.V.1.	Use general academic and content-specific words and phrases accurately.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>6.V.3.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:</b>
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BENCHMARK / PROFICIENCY		Use context
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION	6.V.5.	Determine how word choice contributes to the meaning, style, and/or tone of a text.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>
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BENCHMARK / PROFICIENCY	6.CC.1.S LC.	Express ideas in a collaborative setting, using effective discussion strategies.
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BENCHMARK / PROFICIENCY	6.CC.2.S LC.	Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>
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<b>BENCHMARK / PROFICIENCY</b>	<b>6.CC.3.S LC.</b>	<b>Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:</b>
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DESCRIPTOR		One-on-one
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DESCRIPTOR		In small groups
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DESCRIPTOR		Teacher-led
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.</b>
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BENCHMARK / PROFICIENCY	6.CC.9.P.	Present claims and evidence.
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BENCHMARK / PROFICIENCY	6.CC.13. P.	Use eye contact, adequate volume, and clear pronunciation in consideration of the audience.
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BENCHMARK / PROFICIENCY	6.CC.14. P.	Demonstrate command of standard English when indicated or appropriate.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Conventions - Conventions involve the correct use of mechanics in writing.</b>
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BENCHMARK / PROFICIENCY	6.L.9.C.	Indicate dialogue, quotes, and titles, using quotation marks.
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BENCHMARK / PROFICIENCY	6.L.10.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>
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BENCHMARK / PROFICIENCY 6.RC.1.R Provide an objective summary of a text.  
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BENCHMARK / PROFICIENCY 6.RC.2.R Determine how a central idea and/or theme of a text is conveyed through supporting details.  
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Information - Reading Information includes skills that are specific to non-fiction texts.</b>

BENCHMARK / PROFICIENCY 6.RC.11. Describe how a central individual, event, or idea is introduced and developed in a text.  
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BENCHMARK / PROFICIENCY 6.RC.12. Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument.  
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BENCHMARK / PROFICIENCY 6.RC.14. Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).  
RI.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>

BENCHMARK / PROFICIENCY 6.W.2.S. Write to inform about a topic.

DESCRIPTOR Organize ideas, concepts, and information.

DESCRIPTOR Use relevant facts, definitions, concrete details, and quotations.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>

BENCHMARK / PROFICIENCY 6.W.4.P. Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.

BENCHMARK / PROFICIENCY 6.W.5.P. Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.

BENCHMARK / PROFICIENCY	6.W.8.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	6.W.9.P.	Develop writing stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	6.W.10.P.	Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.
BENCHMARK / PROFICIENCY	6.W.12.P.	Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION	6.V.1.	Use general academic and content-specific words and phrases accurately.
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**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>6.V.3.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:</b>
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BENCHMARK / PROFICIENCY		Use context
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**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION	6.V.5.	Determine how word choice contributes to the meaning, style, and/or tone of a text.
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**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>
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BENCHMARK / PROFICIENCY	6.CC.1.S LC.	Express ideas in a collaborative setting, using effective discussion strategies.
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BENCHMARK / PROFICIENCY	6.CC.2.S LC.	Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.CC.3.S LC.</b>	<b>Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:</b>
<b>DESCRIPTOR</b>		One-on-one
<b>DESCRIPTOR</b>		In small groups
<b>DESCRIPTOR</b>		Teacher-led

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.CC.9.P.</b>	<b>Present claims and evidence.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.CC.13. P.</b>	<b>Use eye contact, adequate volume, and clear pronunciation in consideration of the audience.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.CC.14. P.</b>	<b>Demonstrate command of standard English when indicated or appropriate.</b>

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Conventions - Conventions involve the correct use of mechanics in writing.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.9.C.</b>	<b>Indicate dialogue, quotes, and titles, using quotation marks.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.10.C.</b>	<b>Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.</b>

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>

BENCHMARK / PROFICIENCY 6.RC.2.R F. Determine how a central idea and/or theme of a text is conveyed through supporting details.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Literature - Reading Literary includes skills that are specific to literature.</b>

BENCHMARK / PROFICIENCY 6.RC.5.R L. Describe how a plot develops over the course of a text, including how the characters respond and/or change as the plot moves toward a resolution.

BENCHMARK / PROFICIENCY 6.RC.6.R L. Determine how elements in the structure of a story, drama, or poem support the development of setting, plot, or theme.

BENCHMARK / PROFICIENCY 6.RC.7.R L. Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>

BENCHMARK / PROFICIENCY 6.W.2.S. Write to inform about a topic.

DESCRIPTOR Use relevant facts, definitions, concrete details, and quotations.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>

BENCHMARK / PROFICIENCY 6.W.3.S. Write to express real or imagined experiences and/or events.

DESCRIPTOR Use relevant descriptive details.

DESCRIPTOR Organize well-structured event sequences.

DESCRIPTOR Use narrative techniques (e.g., dialogue, sequencing, description, characterization).

**STRAND /  
TOPIC****Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>
BENCHMARK / PROFICIENCY	6.W.4.P.	Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.
BENCHMARK / PROFICIENCY	6.W.5.P.	Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.
BENCHMARK / PROFICIENCY	6.W.8.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	6.W.9.P.	Develop writing stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	6.W.10.P.	Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.
BENCHMARK / PROFICIENCY	6.W.12.P.	Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.

**STRAND /  
TOPIC****Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Research - Research includes identifying a topic, gathering information, and assessing sources.</b>
BENCHMARK / PROFICIENCY	6.W.15.R.	Quote or paraphrase data and conclusions, crediting sources and/or authors.

**STRAND /  
TOPIC****Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
PERFORMANCE EXPECTATION	6.V.1.	Use general academic and content-specific words and phrases accurately.

**STRAND /  
TOPIC****Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
<b>PERFORMANCE EXPECTATION</b>	6.V.3.	<b>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:</b>

BENCHMARK /  
PROFICIENCY

Use context

**STRAND /  
TOPIC**

**Grade 6 English Language Arts Standards**

**CONTENT  
STANDARD**

**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**

PERFORMANC  
E  
EXPECTATION

6.V.5.

Determine how word choice contributes to the meaning, style, and/or tone of a text.

**STRAND /  
TOPIC**

**Grade 6 English Language Arts Standards**

**CONTENT  
STANDARD**

**Collaborative Communication**

**PERFORMANC  
E  
EXPECTATION**

**Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.**

BENCHMARK /  
PROFICIENCY

6.CC.1.S  
LC.

Express ideas in a collaborative setting, using effective discussion strategies.

BENCHMARK /  
PROFICIENCY

6.CC.2.S  
LC.

Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.

**STRAND /  
TOPIC**

**Grade 6 English Language Arts Standards**

**CONTENT  
STANDARD**

**Collaborative Communication**

**PERFORMANC  
E  
EXPECTATION**

**Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.**

**BENCHMARK /  
PROFICIENCY**

**6.CC.3.S  
LC.**

**Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:**

DESCRIPTOR

One-on-one

DESCRIPTOR

In small groups

DESCRIPTOR

Teacher-led

**STRAND /  
TOPIC**

**Grade 6 English Language Arts Standards**

**CONTENT  
STANDARD**

**Collaborative Communication**

**PERFORMANC  
E  
EXPECTATION**

**Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.**

BENCHMARK /  
PROFICIENCY

6.CC.9.P. Present claims and evidence.

BENCHMARK / PROFICIENCY 6.CC.13. Use eye contact, adequate volume, and clear pronunciation in consideration of the audience. P.

BENCHMARK / PROFICIENCY 6.CC.14. Demonstrate command of standard English when indicated or appropriate. P.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

CONTENT STANDARD	Language
PERFORMANCE EXPECTATION	<b>Conventions - Conventions involve the correct use of mechanics in writing.</b>

BENCHMARK / PROFICIENCY 6.L.9.C. Indicate dialogue, quotes, and titles, using quotation marks.

BENCHMARK / PROFICIENCY 6.L.10.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

**Arkansas Standards**  
**Language Arts**  
Grade 6 - Adopted: 2023

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

CONTENT STANDARD	Reading Comprehension
PERFORMANCE EXPECTATION	<b>Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>

BENCHMARK / PROFICIENCY 6.RC.2.R Determine how a central idea and/or theme of a text is conveyed through supporting details. F.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

CONTENT STANDARD	Reading Comprehension
PERFORMANCE EXPECTATION	<b>Reading Literature - Reading Literary includes skills that are specific to literature.</b>

BENCHMARK / PROFICIENCY 6.RC.5.R Describe how a plot develops over the course of a text, including how the characters respond and/or change as the plot moves toward a resolution. L.

BENCHMARK / PROFICIENCY 6.RC.6.R Determine how elements in the structure of a story, drama, or poem support the development of setting, plot, or theme. L.

BENCHMARK / PROFICIENCY 6.RC.7.R Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text. L.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.2.S.</b>	<b>Write to inform about a topic.</b>

DESCRIPTOR Use relevant facts, definitions, concrete details, and quotations.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.3.S.</b>	<b>Write to express real or imagined experiences and/or events.</b>

DESCRIPTOR Use relevant descriptive details.

DESCRIPTOR Organize well-structured event sequences.

DESCRIPTOR Use narrative techniques (e.g., dialogue, sequencing, description, characterization).

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>

BENCHMARK / PROFICIENCY 6.W.4.P. Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.

BENCHMARK / PROFICIENCY 6.W.5.P. Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.

BENCHMARK / PROFICIENCY 6.W.8.P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

BENCHMARK / PROFICIENCY 6.W.9.P. Develop writing stamina during single sessions and over extended periods of time.

BENCHMARK / PROFICIENCY 6.W.10.P. Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.

BENCHMARK / PROFICIENCY 6.W.12.P. Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Research - Research includes identifying a topic, gathering information, and assessing sources.</b>

BENCHMARK / PROFICIENCY 6.W.15.R. Quote or paraphrase data and conclusions, crediting sources and/or authors.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION 6.V.1. Use general academic and content-specific words and phrases accurately.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>6.V.3.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:</b>
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BENCHMARK / PROFICIENCY Use context

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION 6.V.5. Determine how word choice contributes to the meaning, style, and/or tone of a text.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>
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BENCHMARK / PROFICIENCY 6.CC.1.S LC. Express ideas in a collaborative setting, using effective discussion strategies.

BENCHMARK / PROFICIENCY 6.CC.2.S LC. Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.CC.3.S LC.</b>	<b>Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:</b>
DESCRIPTOR		One-on-one
DESCRIPTOR		In small groups
DESCRIPTOR		Teacher-led

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.CC.9.P.</b>	<b>Present claims and evidence.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.CC.13. P.</b>	<b>Use eye contact, adequate volume, and clear pronunciation in consideration of the audience.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.CC.14. P.</b>	<b>Demonstrate command of standard English when indicated or appropriate.</b>

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.4.S.</b>	<b>Use verbs effectively:</b>
DESCRIPTOR		Shifts in mood

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Conventions - Conventions involve the correct use of mechanics in writing.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.9.C.</b>	<b>Indicate dialogue, quotes, and titles, using quotation marks.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.10.C.</b>	<b>Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.</b>



**Arkansas Standards**  
**Language Arts**  
 Grade 6 - Adopted: 2023

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>

**BENCHMARK / PROFICIENCY**    6.RC.2.R    Determine how a central idea and/or theme of a text is conveyed through supporting details.  
 F.

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Literature - Reading Literary includes skills that are specific to literature.</b>

**BENCHMARK / PROFICIENCY**    6.RC.5.R    Describe how a plot develops over the course of a text, including how the characters respond and/or change as the plot moves toward a resolution.  
 L.

**BENCHMARK / PROFICIENCY**    6.RC.6.R    Determine how elements in the structure of a story, drama, or poem support the development of setting, plot, or theme.  
 L.

**BENCHMARK / PROFICIENCY**    6.RC.7.R    Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text.  
 L.

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>

**BENCHMARK / PROFICIENCY**    6.W.2.S.    Write to inform about a topic.

**DESCRIPTOR**                      Use relevant facts, definitions, concrete details, and quotations.

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>

**BENCHMARK / PROFICIENCY**    6.W.3.S.    Write to express real or imagined experiences and/or events.

DESCRIPTOR	Use relevant descriptive details.
DESCRIPTOR	Organize well-structured event sequences.
DESCRIPTOR	Use narrative techniques (e.g., dialogue, sequencing, description, characterization).

**STRAND / TOPIC**

**Grade 6 English Language Arts Standards**

CONTENT STANDARD	Writing	
PERFORMANCE EXPECTATION		<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>
BENCHMARK / PROFICIENCY	6.W.4.P.	Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.
BENCHMARK / PROFICIENCY	6.W.5.P.	Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.
BENCHMARK / PROFICIENCY	6.W.8.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	6.W.9.P.	Develop writing stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	6.W.10.P.	Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.
BENCHMARK / PROFICIENCY	6.W.12.P.	Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.

**STRAND / TOPIC**

**Grade 6 English Language Arts Standards**

CONTENT STANDARD	Writing	
PERFORMANCE EXPECTATION		<b>Research - Research includes identifying a topic, gathering information, and assessing sources.</b>
BENCHMARK / PROFICIENCY	6.W.15.R.	Quote or paraphrase data and conclusions, crediting sources and/or authors.

**STRAND / TOPIC**

**Grade 6 English Language Arts Standards**

CONTENT STANDARD	Vocabulary - Vocabulary includes understanding and using words to communicate effectively.	
PERFORMANCE EXPECTATION	6.V.1.	Use general academic and content-specific words and phrases accurately.

**STRAND /  
TOPIC**

**Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.V.3.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:</b>

BENCHMARK /  
PROFICIENCY

Use context

**STRAND /  
TOPIC**

**Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE  
EXPECTATION

6.V.5.

Determine how word choice contributes to the meaning, style, and/or tone of a text.

**STRAND /  
TOPIC**

**Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>

BENCHMARK /  
PROFICIENCY

6.CC.1.S  
LC.

Express ideas in a collaborative setting, using effective discussion strategies.

BENCHMARK /  
PROFICIENCY

6.CC.2.S  
LC.

Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.

**STRAND /  
TOPIC**

**Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>

BENCHMARK /  
PROFICIENCY

6.CC.3.S  
LC.

Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:

DESCRIPTOR

One-on-one

DESCRIPTOR

In small groups

DESCRIPTOR

Teacher-led

**STRAND /  
TOPIC**

**Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.</b>

BENCHMARK / PROFICIENCY 6.CC.9.P. Present claims and evidence.

BENCHMARK / PROFICIENCY 6.CC.13.P. Use eye contact, adequate volume, and clear pronunciation in consideration of the audience.

BENCHMARK / PROFICIENCY 6.CC.14.P. Demonstrate command of standard English when indicated or appropriate.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.4.S.</b>	<b>Use verbs effectively:</b>

DESCRIPTOR Shifts in mood

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Conventions - Conventions involve the correct use of mechanics in writing.</b>

BENCHMARK / PROFICIENCY 6.L.9.C. Indicate dialogue, quotes, and titles, using quotation marks.

BENCHMARK / PROFICIENCY 6.L.10.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74

**Arkansas Standards**  
**Language Arts**  
 Grade 6 - Adopted: 2023

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>

BENCHMARK / PROFICIENCY	6.RC.1.R F.	Provide an objective summary of a text.
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BENCHMARK / PROFICIENCY	6.RC.2.R F.	Determine how a central idea and/or theme of a text is conveyed through supporting details.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Information - Reading Information includes skills that are specific to non-fiction texts.</b>

BENCHMARK / PROFICIENCY	6.RC.11. RI.	Describe how a central individual, event, or idea is introduced and developed in a text.
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BENCHMARK / PROFICIENCY	6.RC.12. RI.	Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument.
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BENCHMARK / PROFICIENCY	6.RC.14. RI.	Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>

<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.2.S.</b>	<b>Write to inform about a topic.</b>
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DESCRIPTOR		Organize ideas, concepts, and information.
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DESCRIPTOR		Use relevant facts, definitions, concrete details, and quotations.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>

BENCHMARK / PROFICIENCY	6.W.4.P.	Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.
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BENCHMARK / PROFICIENCY	6.W.5.P.	Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.
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BENCHMARK / PROFICIENCY	6.W.8.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
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BENCHMARK / PROFICIENCY	6.W.9.P.	Develop writing stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	6.W.10.P.	Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.
BENCHMARK / PROFICIENCY	6.W.12.P.	Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Research - Research includes identifying a topic, gathering information, and assessing sources.</b>

BENCHMARK / PROFICIENCY 6.W.15.R. Quote or paraphrase data and conclusions, crediting sources and/or authors.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION 6.V.1. Use general academic and content-specific words and phrases accurately.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.V.3.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:</b>

BENCHMARK / PROFICIENCY Use context

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION 6.V.5. Determine how word choice contributes to the meaning, style, and/or tone of a text.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>
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BENCHMARK / PROFICIENCY 6.CC.1.S Express ideas in a collaborative setting, using effective discussion strategies.  
LC.

BENCHMARK / PROFICIENCY 6.CC.2.S Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.  
LC.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>
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<b>BENCHMARK / PROFICIENCY</b>	<b>6.CC.3.S LC.</b>	<b>Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:</b>
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DESCRIPTOR One-on-one

DESCRIPTOR In small groups

DESCRIPTOR Teacher-led

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
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<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.4.S.</b>	<b>Use verbs effectively:</b>
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DESCRIPTOR Shifts in mood

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
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BENCHMARK / PROFICIENCY 6.L.6.S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Conventions - Conventions involve the correct use of mechanics in writing.</b>
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BENCHMARK / PROFICIENCY	6.L.9.C.	Indicate dialogue, quotes, and titles, using quotation marks.
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BENCHMARK / PROFICIENCY	6.L.10.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.
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UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 75-80

**Arkansas Standards  
Language Arts  
Grade 6 - Adopted: 2023**

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>

BENCHMARK / PROFICIENCY	6.RC.1.R F.	Provide an objective summary of a text.
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BENCHMARK / PROFICIENCY	6.RC.2.R F.	Determine how a central idea and/or theme of a text is conveyed through supporting details.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Information - Reading Information includes skills that are specific to non-fiction texts.</b>

BENCHMARK / PROFICIENCY	6.RC.11. RI.	Describe how a central individual, event, or idea is introduced and developed in a text.
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BENCHMARK / PROFICIENCY	6.RC.12. RI.	Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument.
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BENCHMARK / PROFICIENCY	6.RC.14. RI.	Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>

BENCHMARK / PROFICIENCY	6.W.2.S.	Write to inform about a topic.
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DESCRIPTOR	Organize ideas, concepts, and information.
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DESCRIPTOR	Use relevant facts, definitions, concrete details, and quotations.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>	<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>	<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>

BENCHMARK / PROFICIENCY	6.W.4.P. Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.
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BENCHMARK / PROFICIENCY	6.W.5.P. Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.
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BENCHMARK / PROFICIENCY	6.W.8.P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
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BENCHMARK / PROFICIENCY	6.W.9.P. Develop writing stamina during single sessions and over extended periods of time.
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BENCHMARK / PROFICIENCY	6.W.10.P. Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.
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BENCHMARK / PROFICIENCY	6.W.12.P. Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>	<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>	<b>Research - Research includes identifying a topic, gathering information, and assessing sources.</b>

BENCHMARK / PROFICIENCY	6.W.15.R. Quote or paraphrase data and conclusions, crediting sources and/or authors.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>	<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION	6.V.1. Use general academic and content-specific words and phrases accurately.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.V.3.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:</b>

BENCHMARK /  
PROFICIENCY

Use context

**STRAND /  
TOPIC**

**Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE  
EXPECTATION

6.V.5.

Determine how word choice contributes to the meaning, style, and/or tone of a text.

**STRAND /  
TOPIC**

**Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>

BENCHMARK /  
PROFICIENCY

6.CC.1.S  
LC.

Express ideas in a collaborative setting, using effective discussion strategies.

BENCHMARK /  
PROFICIENCY

6.CC.2.S  
LC.

Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.

**STRAND /  
TOPIC**

**Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>

**BENCHMARK /  
PROFICIENCY**

**6.CC.3.S  
LC.**

**Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:**

DESCRIPTOR

One-on-one

DESCRIPTOR

In small groups

DESCRIPTOR

Teacher-led

**STRAND /  
TOPIC**

**Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>

<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.4.S.</b>	<b>Use verbs effectively:</b>
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DESCRIPTOR Shifts in mood

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>

<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.5.S.</b>	<b>Use modifiers effectively:</b>
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DESCRIPTOR Proper adjectives

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>

BENCHMARK / PROFICIENCY 6.L.6.S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Conventions - Conventions involve the correct use of mechanics in writing.</b>

BENCHMARK / PROFICIENCY 6.L.9.C. Indicate dialogue, quotes, and titles, using quotation marks.

BENCHMARK / PROFICIENCY 6.L.10.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>

BENCHMARK / PROFICIENCY	6.RC.1.R F.	Provide an objective summary of a text.
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BENCHMARK / PROFICIENCY	6.RC.2.R F.	Determine how a central idea and/or theme of a text is conveyed through supporting details.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Information - Reading Information includes skills that are specific to non-fiction texts.</b>

BENCHMARK / PROFICIENCY	6.RC.11. RI.	Describe how a central individual, event, or idea is introduced and developed in a text.
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BENCHMARK / PROFICIENCY	6.RC.12. RI.	Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument.
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BENCHMARK / PROFICIENCY	6.RC.14. RI.	Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>

<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.2.S.</b>	<b>Write to inform about a topic.</b>
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DESCRIPTOR		Organize ideas, concepts, and information.
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DESCRIPTOR		Use relevant facts, definitions, concrete details, and quotations.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>

BENCHMARK / PROFICIENCY	6.W.4.P.	Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.
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BENCHMARK / PROFICIENCY	6.W.5.P.	Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.
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BENCHMARK / PROFICIENCY	6.W.8.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
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BENCHMARK / PROFICIENCY	6.W.9.P.	Develop writing stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	6.W.10.P.	Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.
BENCHMARK / PROFICIENCY	6.W.12.P.	Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Research - Research includes identifying a topic, gathering information, and assessing sources.</b>

BENCHMARK / PROFICIENCY	6.W.15.R.	Quote or paraphrase data and conclusions, crediting sources and/or authors.
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BENCHMARK / PROFICIENCY	6.W.16.R.	Provide basic and consistent bibliographic information for sources.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION	6.V.1.	Use general academic and content-specific words and phrases accurately.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.V.3.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:</b>

BENCHMARK / PROFICIENCY		Use context
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION	6.V.5.	Determine how word choice contributes to the meaning, style, and/or tone of a text.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>

BENCHMARK / PROFICIENCY 6.CC.1.S LC. Express ideas in a collaborative setting, using effective discussion strategies.

BENCHMARK / PROFICIENCY 6.CC.2.S LC. Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>

BENCHMARK / PROFICIENCY 6.CC.3.S LC. Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:

DESCRIPTOR One-on-one

DESCRIPTOR In small groups

DESCRIPTOR Teacher-led

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>

BENCHMARK / PROFICIENCY 6.L.3.S. Ensure pronouns have a clear antecedent and are appropriate in number and person.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>

BENCHMARK / PROFICIENCY 6.L.4.S. Use verbs effectively:

DESCRIPTOR Shifts in mood

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.5.S.</b>	<b>Use modifiers effectively:</b>

DESCRIPTOR Proper adjectives

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>

BENCHMARK / PROFICIENCY 6.L.6.S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Conventions - Conventions involve the correct use of mechanics in writing.</b>

BENCHMARK / PROFICIENCY 6.L.9.C. Indicate dialogue, quotes, and titles, using quotation marks.

BENCHMARK / PROFICIENCY 6.L.10.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

**Arkansas Standards**  
**Language Arts**  
Grade 6 - Adopted: 2023

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>

BENCHMARK / PROFICIENCY 6.RC.2.R F. Determine how a central idea and/or theme of a text is conveyed through supporting details.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Information - Reading Information includes skills that are specific to non-fiction texts.</b>

BENCHMARK / PROFICIENCY	6.RC.11. RI.	Describe how a central individual, event, or idea is introduced and developed in a text.
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BENCHMARK / PROFICIENCY	6.RC.14. RI.	Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.2.S.</b>	<b>Write to inform about a topic.</b>

DESCRIPTOR Organize ideas, concepts, and information.

DESCRIPTOR Use relevant facts, definitions, concrete details, and quotations.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>

BENCHMARK / PROFICIENCY 6.W.4.P. Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.

BENCHMARK / PROFICIENCY 6.W.5.P. Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.

BENCHMARK / PROFICIENCY 6.W.8.P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

BENCHMARK / PROFICIENCY 6.W.9.P. Develop writing stamina during single sessions and over extended periods of time.

BENCHMARK / PROFICIENCY 6.W.10.P. Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.

BENCHMARK / PROFICIENCY 6.W.12.P. Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE  
E  
EXPECTATION

6.V.1. Use general academic and content-specific words and phrases accurately.

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
<b>PERFORMANCE EXPECTATION</b>	6.V.3.	Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY

Use context

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		Language
<b>PERFORMANCE EXPECTATION</b>		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY

6.L.4.S. Use verbs effectively:

DESCRIPTOR

Shifts in mood

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		Language
<b>PERFORMANCE EXPECTATION</b>		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY

6.L.5.S. Use modifiers effectively:

DESCRIPTOR

Proper adjectives

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		Language
<b>PERFORMANCE EXPECTATION</b>		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY

6.L.6.S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		Language
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<b>PERFORMANCE EXPECTATION</b>		<b>Conventions - Conventions involve the correct use of mechanics in writing.</b>
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BENCHMARK / PROFICIENCY 6.L.9.C. Indicate dialogue, quotes, and titles, using quotation marks.

BENCHMARK / PROFICIENCY 6.L.10.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106

**Arkansas Standards**  
**Language Arts**  
Grade 6 - Adopted: 2023

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>

BENCHMARK / PROFICIENCY 6.RC.2.R F. Determine how a central idea and/or theme of a text is conveyed through supporting details.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Information - Reading Information includes skills that are specific to non-fiction texts.</b>

BENCHMARK / PROFICIENCY 6.RC.11. RI. Describe how a central individual, event, or idea is introduced and developed in a text.

BENCHMARK / PROFICIENCY 6.RC.14. RI. Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>

BENCHMARK / PROFICIENCY 6.W.2.S. Write to inform about a topic.

DESCRIPTOR Organize ideas, concepts, and information.

DESCRIPTOR Use relevant facts, definitions, concrete details, and quotations.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.3.S.</b>	<b>Write to express real or imagined experiences and/or events.</b>

DESCRIPTOR Organize well-structured event sequences.

DESCRIPTOR Use narrative techniques (e.g., dialogue, sequencing, description, characterization).

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>

BENCHMARK / PROFICIENCY 6.W.4.P. Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.

BENCHMARK / PROFICIENCY 6.W.5.P. Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.

BENCHMARK / PROFICIENCY 6.W.8.P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

BENCHMARK / PROFICIENCY 6.W.9.P. Develop writing stamina during single sessions and over extended periods of time.

BENCHMARK / PROFICIENCY 6.W.10.P. Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.

BENCHMARK / PROFICIENCY 6.W.12.P. Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION 6.V.1. Use general academic and content-specific words and phrases accurately.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.V.3.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:</b>

BENCHMARK / PROFICIENCY		Use context
<b>STRAND / TOPIC</b>	<b>Grade 6 English Language Arts Standards</b>	
<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.4.S.</b>	<b>Use verbs effectively:</b>

DESCRIPTOR Shifts in mood

<b>STRAND / TOPIC</b>	<b>Grade 6 English Language Arts Standards</b>	
<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.5.S.</b>	<b>Use modifiers effectively:</b>

DESCRIPTOR Proper adjectives

<b>STRAND / TOPIC</b>	<b>Grade 6 English Language Arts Standards</b>	
<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.6.S.</b>	<b>Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.</b>

<b>STRAND / TOPIC</b>	<b>Grade 6 English Language Arts Standards</b>	
<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Conventions - Conventions involve the correct use of mechanics in writing.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.9.C.</b>	<b>Indicate dialogue, quotes, and titles, using quotation marks.</b>

BENCHMARK / PROFICIENCY 6.L.10.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

**Language Arts**  
Grade 6 - Adopted: 2023

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>

BENCHMARK / PROFICIENCY    6.RC.2.R    Determine how a central idea and/or theme of a text is conveyed through supporting details.  
F.

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Literature - Reading Literary includes skills that are specific to literature.</b>

BENCHMARK / PROFICIENCY    6.RC.5.R    Describe how a plot develops over the course of a text, including how the characters respond and/or change as the plot moves toward a resolution.  
L.

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>

BENCHMARK / PROFICIENCY    6.W.3.S.    Write to express real or imagined experiences and/or events.

DESCRIPTOR                      Use narrative techniques (e.g., dialogue, sequencing, description, characterization).

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>

BENCHMARK / PROFICIENCY    6.W.4.P.    Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.

BENCHMARK / PROFICIENCY    6.W.5.P.    Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.

BENCHMARK / PROFICIENCY    6.W.8.P.    Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

BENCHMARK / PROFICIENCY    6.W.9.P.    Develop writing stamina during single sessions and over extended periods of time.

BENCHMARK / PROFICIENCY	6.W.10.P.	Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.
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BENCHMARK / PROFICIENCY	6.W.12.P.	Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION	6.V.1.	Use general academic and content-specific words and phrases accurately.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>6.V.3.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:</b>
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BENCHMARK / PROFICIENCY		Use context
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
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BENCHMARK / PROFICIENCY	6.L.3.S.	Ensure pronouns have a clear antecedent and are appropriate in number and person.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
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BENCHMARK / PROFICIENCY	6.L.4.S.	Use verbs effectively:
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DESCRIPTOR		Shifts in mood
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.5.S.</b>	<b>Use modifiers effectively:</b>

DESCRIPTOR Proper adjectives

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>

BENCHMARK / PROFICIENCY 6.L.6.S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Conventions - Conventions involve the correct use of mechanics in writing.</b>

BENCHMARK / PROFICIENCY 6.L.9.C. Indicate dialogue, quotes, and titles, using quotation marks.

BENCHMARK / PROFICIENCY 6.L.10.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126

**Arkansas Standards**  
**Language Arts**  
Grade 6 - Adopted: 2023

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>

BENCHMARK / PROFICIENCY 6.RC.1.R F. Provide an objective summary of a text.

BENCHMARK / PROFICIENCY 6.RC.2.R F. Determine how a central idea and/or theme of a text is conveyed through supporting details.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Reading Information - Reading Information includes skills that are specific to non-fiction texts.</b>
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BENCHMARK / PROFICIENCY 6.RC.11. Describe how a central individual, event, or idea is introduced and developed in a text.  
RI.

BENCHMARK / PROFICIENCY 6.RC.12. Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument.  
RI.

BENCHMARK / PROFICIENCY 6.RC.14. Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).  
RI.

BENCHMARK / PROFICIENCY 6.RC.16. Compare and contrast two authors' presentations of an event.  
RI.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>
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BENCHMARK / PROFICIENCY 6.W.1.S. Write an argument, using clear reasons and supporting evidence.

DESCRIPTOR Support claims with credible sources.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>
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BENCHMARK / PROFICIENCY 6.W.2.S. Write to inform about a topic.

DESCRIPTOR Organize ideas, concepts, and information.

DESCRIPTOR Use relevant facts, definitions, concrete details, and quotations.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>
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BENCHMARK / PROFICIENCY 6.W.4.P. Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.

BENCHMARK / PROFICIENCY 6.W.5.P. Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.



BENCHMARK / PROFICIENCY	6.W.8.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	6.W.9.P.	Develop writing stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	6.W.10.P.	Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.
BENCHMARK / PROFICIENCY	6.W.12.P.	Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Research - Research includes identifying a topic, gathering information, and assessing sources.</b>

BENCHMARK / PROFICIENCY 6.W.15.R. Quote or paraphrase data and conclusions, crediting sources and/or authors.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION 6.V.1. Use general academic and content-specific words and phrases accurately.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.V.3.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:</b>

BENCHMARK / PROFICIENCY Use context

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION 6.V.5. Determine how word choice contributes to the meaning, style, and/or tone of a text.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>

BENCHMARK / PROFICIENCY 6.CC.1.S LC. Express ideas in a collaborative setting, using effective discussion strategies.

BENCHMARK / PROFICIENCY 6.CC.2.S LC. Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>

BENCHMARK / PROFICIENCY 6.CC.3.S LC. Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:

DESCRIPTOR One-on-one

DESCRIPTOR In small groups

DESCRIPTOR Teacher-led

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>

BENCHMARK / PROFICIENCY 6.L.4.S. Use verbs effectively:

DESCRIPTOR Shifts in mood

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>

BENCHMARK / PROFICIENCY 6.L.5.S. Use modifiers effectively:

DESCRIPTOR Proper adjectives

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>

BENCHMARK / PROFICIENCY 6.L.6.S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Conventions - Conventions involve the correct use of mechanics in writing.</b>

BENCHMARK / PROFICIENCY 6.L.9.C. Indicate dialogue, quotes, and titles, using quotation marks.

BENCHMARK / PROFICIENCY 6.L.10.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140

**Arkansas Standards**  
**Language Arts**  
 Grade 6 - Adopted: 2023

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>

BENCHMARK / PROFICIENCY 6.RC.1.R F. Provide an objective summary of a text.

BENCHMARK / PROFICIENCY 6.RC.2.R F. Determine how a central idea and/or theme of a text is conveyed through supporting details.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Information - Reading Information includes skills that are specific to non-fiction texts.</b>

BENCHMARK / PROFICIENCY 6.RC.11. RI. Describe how a central individual, event, or idea is introduced and developed in a text.

BENCHMARK / PROFICIENCY 6.RC.12. RI. Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument.

BENCHMARK / PROFICIENCY	6.RC.14. RI.	Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).
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BENCHMARK / PROFICIENCY	6.RC.16. RI.	Compare and contrast two authors' presentations of an event.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.1.S.</b>	<b>Write an argument, using clear reasons and supporting evidence.</b>

DESCRIPTOR		Support claims with credible sources.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.2.S.</b>	<b>Write to inform about a topic.</b>

DESCRIPTOR		Organize ideas, concepts, and information.
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DESCRIPTOR		Use relevant facts, definitions, concrete details, and quotations.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>

BENCHMARK / PROFICIENCY	6.W.4.P.	Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.
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BENCHMARK / PROFICIENCY	6.W.5.P.	Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.
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BENCHMARK / PROFICIENCY	6.W.8.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
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BENCHMARK / PROFICIENCY	6.W.9.P.	Develop writing stamina during single sessions and over extended periods of time.
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BENCHMARK / PROFICIENCY	6.W.10.P.	Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.
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BENCHMARK / PROFICIENCY	6.W.12.P.	Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Research - Research includes identifying a topic, gathering information, and assessing sources.</b>

BENCHMARK / PROFICIENCY	6.W.15.R.	Quote or paraphrase data and conclusions, crediting sources and/or authors.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION	6.V.1.	Use general academic and content-specific words and phrases accurately.
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PERFORMANCE EXPECTATION	6.V.2.	Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.V.3.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:</b>

BENCHMARK / PROFICIENCY		Use context
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION	6.V.5.	Determine how word choice contributes to the meaning, style, and/or tone of a text.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>
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BENCHMARK / PROFICIENCY 6.CC.1.S LC. Express ideas in a collaborative setting, using effective discussion strategies.

BENCHMARK / PROFICIENCY 6.CC.2.S LC. Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>
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<b>BENCHMARK / PROFICIENCY</b>	<b>6.CC.3.S LC.</b>	<b>Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:</b>
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DESCRIPTOR One-on-one

DESCRIPTOR In small groups

DESCRIPTOR Teacher-led

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
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<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.4.S.</b>	<b>Use verbs effectively:</b>
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DESCRIPTOR Shifts in mood

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
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<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.5.S.</b>	<b>Use modifiers effectively:</b>
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DESCRIPTOR Proper adjectives

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
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BENCHMARK / PROFICIENCY 6.L.6.S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Conventions - Conventions involve the correct use of mechanics in writing.</b>

BENCHMARK / PROFICIENCY 6.L.9.C. Indicate dialogue, quotes, and titles, using quotation marks.

BENCHMARK / PROFICIENCY 6.L.10.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152

**Arkansas Standards**  
**Language Arts**  
 Grade 6 - Adopted: 2023

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>

BENCHMARK / PROFICIENCY 6.RC.1.R Provide an objective summary of a text.  
F.

BENCHMARK / PROFICIENCY 6.RC.2.R Determine how a central idea and/or theme of a text is conveyed through supporting details.  
F.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Information - Reading Information includes skills that are specific to non-fiction texts.</b>

BENCHMARK / PROFICIENCY 6.RC.11. Describe how a central individual, event, or idea is introduced and developed in a text.  
RI.

BENCHMARK / PROFICIENCY 6.RC.12. Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument.  
RI.

BENCHMARK / PROFICIENCY 6.RC.14. Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).  
RI.

BENCHMARK / PROFICIENCY 6.RC.16. Compare and contrast two authors' presentations of an event.  
RI.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.1.S.</b>	<b>Write an argument, using clear reasons and supporting evidence.</b>

DESCRIPTOR Support claims with credible sources.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.2.S.</b>	<b>Write to inform about a topic.</b>

DESCRIPTOR Organize ideas, concepts, and information.

DESCRIPTOR Use relevant facts, definitions, concrete details, and quotations.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>

BENCHMARK / PROFICIENCY 6.W.4.P. Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.

BENCHMARK / PROFICIENCY 6.W.5.P. Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.

BENCHMARK / PROFICIENCY 6.W.8.P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

BENCHMARK / PROFICIENCY 6.W.9.P. Develop writing stamina during single sessions and over extended periods of time.

BENCHMARK / PROFICIENCY 6.W.10.P. Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.



BENCHMARK / PROFICIENCY 6.W.12.P. Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.

**STRAND / TOPIC** Grade 6 English Language Arts Standards

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Research - Research includes identifying a topic, gathering information, and assessing sources.</b>

BENCHMARK / PROFICIENCY 6.W.15.R. Quote or paraphrase data and conclusions, crediting sources and/or authors.

**STRAND / TOPIC** Grade 6 English Language Arts Standards

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION 6.V.1. Use general academic and content-specific words and phrases accurately.

**STRAND / TOPIC** Grade 6 English Language Arts Standards

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.V.3.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:</b>

BENCHMARK / PROFICIENCY Use context

**STRAND / TOPIC** Grade 6 English Language Arts Standards

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION 6.V.5. Determine how word choice contributes to the meaning, style, and/or tone of a text.

**STRAND / TOPIC** Grade 6 English Language Arts Standards

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>

BENCHMARK / PROFICIENCY 6.CC.1.S LC. Express ideas in a collaborative setting, using effective discussion strategies.

BENCHMARK / PROFICIENCY 6.CC.2.S Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.  
LC.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.CC.3.S LC.</b>	<b>Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:</b>
DESCRIPTOR		One-on-one
DESCRIPTOR		In small groups
DESCRIPTOR		Teacher-led

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.4.S.</b>	<b>Use verbs effectively:</b>
DESCRIPTOR		Shifts in mood

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.5.S.</b>	<b>Use modifiers effectively:</b>
DESCRIPTOR		Proper adjectives

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.6.S.</b>	<b>Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.</b>

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

CONTENT STANDARD		Language
<b>PERFORMANCE EXPECTATION</b>		<b>Conventions - Conventions involve the correct use of mechanics in writing.</b>
BENCHMARK / PROFICIENCY	6.L.9.C.	Indicate dialogue, quotes, and titles, using quotation marks.
BENCHMARK / PROFICIENCY	6.L.10.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158

**Arkansas Standards**  
**Language Arts**  
Grade 6 - Adopted: 2023

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>
BENCHMARK / PROFICIENCY	6.RC.1.R F.	Provide an objective summary of a text.
BENCHMARK / PROFICIENCY	6.RC.2.R F.	Determine how a central idea and/or theme of a text is conveyed through supporting details.

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Information - Reading Information includes skills that are specific to non-fiction texts.</b>
BENCHMARK / PROFICIENCY	6.RC.11. RI.	Describe how a central individual, event, or idea is introduced and developed in a text.
BENCHMARK / PROFICIENCY	6.RC.12. RI.	Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument.
BENCHMARK / PROFICIENCY	6.RC.14. RI.	Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).
BENCHMARK / PROFICIENCY	6.RC.16. RI.	Compare and contrast two authors' presentations of an event.

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.1.S.</b>	<b>Write an argument, using clear reasons and supporting evidence.</b>

DESCRIPTOR Support claims with credible sources.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.2.S.</b>	<b>Write to inform about a topic.</b>

DESCRIPTOR Organize ideas, concepts, and information.

DESCRIPTOR Use relevant facts, definitions, concrete details, and quotations.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>

BENCHMARK / PROFICIENCY 6.W.4.P. Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.

BENCHMARK / PROFICIENCY 6.W.5.P. Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.

BENCHMARK / PROFICIENCY 6.W.8.P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

BENCHMARK / PROFICIENCY 6.W.9.P. Develop writing stamina during single sessions and over extended periods of time.

BENCHMARK / PROFICIENCY 6.W.10.P. Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.

BENCHMARK / PROFICIENCY 6.W.12.P. Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Research - Research includes identifying a topic, gathering information, and assessing sources.</b>
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BENCHMARK / PROFICIENCY 6.W.15.R. Quote or paraphrase data and conclusions, crediting sources and/or authors.

BENCHMARK / PROFICIENCY 6.W.16.R. Provide basic and consistent bibliographic information for sources.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION 6.V.1. Use general academic and content-specific words and phrases accurately.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>6.V.3.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:</b>
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BENCHMARK / PROFICIENCY Use context

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION 6.V.5. Determine how word choice contributes to the meaning, style, and/or tone of a text.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>
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BENCHMARK / PROFICIENCY 6.CC.1.S LC. Express ideas in a collaborative setting, using effective discussion strategies.

BENCHMARK / PROFICIENCY 6.CC.2.S LC. Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.CC.3.S LC.</b>	<b>Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:</b>

DESCRIPTOR One-on-one

DESCRIPTOR In small groups

DESCRIPTOR Teacher-led

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.4.S.</b>	<b>Use verbs effectively:</b>

DESCRIPTOR Shifts in mood

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.5.S.</b>	<b>Use modifiers effectively:</b>

DESCRIPTOR Proper adjectives

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.6.S.</b>	<b>Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.</b>

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Conventions - Conventions involve the correct use of mechanics in writing.</b>
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BENCHMARK / PROFICIENCY	6.L.9.C.	Indicate dialogue, quotes, and titles, using quotation marks.
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BENCHMARK / PROFICIENCY	6.L.10.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.
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UNIT 7: INVENTIVE WRITING Week 17 Page 159-164

Arkansas Standards  
Language Arts  
Grade 6 - Adopted: 2023

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>
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BENCHMARK / PROFICIENCY	6.W.2.S.	Write to inform about a topic.
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DESCRIPTOR		Organize ideas, concepts, and information.
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DESCRIPTOR		Use relevant facts, definitions, concrete details, and quotations.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>
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BENCHMARK / PROFICIENCY	6.W.4.P.	Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.
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BENCHMARK / PROFICIENCY	6.W.5.P.	Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.
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BENCHMARK / PROFICIENCY	6.W.8.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
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BENCHMARK / PROFICIENCY	6.W.9.P.	Develop writing stamina during single sessions and over extended periods of time.
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BENCHMARK / PROFICIENCY	6.W.10.P.	Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.
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BENCHMARK / PROFICIENCY	6.W.12.P.	Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.
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**STRAND /  
TOPIC****Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION 6.V.1. Use general academic and content-specific words and phrases accurately.

**STRAND /  
TOPIC****Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
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PERFORMANCE EXPECTATION **Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.**

BENCHMARK / PROFICIENCY 6.CC.1.S LC. Express ideas in a collaborative setting, using effective discussion strategies.

BENCHMARK / PROFICIENCY 6.CC.2.S LC. Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.

**STRAND /  
TOPIC****Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
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PERFORMANCE EXPECTATION **Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.**

BENCHMARK / PROFICIENCY 6.CC.3.S LC. Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:

DESCRIPTOR One-on-one

DESCRIPTOR In small groups

DESCRIPTOR Teacher-led

**STRAND /  
TOPIC****Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
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PERFORMANCE EXPECTATION **Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**

BENCHMARK / PROFICIENCY 6.L.4.S. Use verbs effectively:

DESCRIPTOR Shifts in mood

**STRAND /  
TOPIC****Grade 6 English Language Arts Standards**



<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.5.S.</b>	<b>Use modifiers effectively:</b>

DESCRIPTOR Proper adjectives

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>

BENCHMARK / PROFICIENCY 6.L.6.S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Conventions - Conventions involve the correct use of mechanics in writing.</b>

BENCHMARK / PROFICIENCY 6.L.9.C. Indicate dialogue, quotes, and titles, using quotation marks.

BENCHMARK / PROFICIENCY 6.L.10.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 7: INVENTIVE WRITING Week 18 Page 165-172

**Arkansas Standards**  
**Language Arts**  
 Grade 6 - Adopted: 2023

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>

BENCHMARK / PROFICIENCY 6.W.2.S. Write to inform about a topic.

DESCRIPTOR Organize ideas, concepts, and information.

DESCRIPTOR Use relevant facts, definitions, concrete details, and quotations.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.3.S.</b>	<b>Write to express real or imagined experiences and/or events.</b>

DESCRIPTOR Use narrative techniques (e.g., dialogue, sequencing, description, characterization).

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>

BENCHMARK / PROFICIENCY 6.W.4.P. Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.

BENCHMARK / PROFICIENCY 6.W.5.P. Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.

BENCHMARK / PROFICIENCY 6.W.8.P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

BENCHMARK / PROFICIENCY 6.W.9.P. Develop writing stamina during single sessions and over extended periods of time.

BENCHMARK / PROFICIENCY 6.W.10.P. Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.

BENCHMARK / PROFICIENCY 6.W.12.P. Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION 6.V.1. Use general academic and content-specific words and phrases accurately.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>

<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.5.S.</b>	<b>Use modifiers effectively:</b>
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DESCRIPTOR Proper adjectives

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>

BENCHMARK / PROFICIENCY 6.L.6.S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Conventions - Conventions involve the correct use of mechanics in writing.</b>

BENCHMARK / PROFICIENCY 6.L.9.C. Indicate dialogue, quotes, and titles, using quotation marks.

BENCHMARK / PROFICIENCY 6.L.10.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

**Arkansas Standards**  
**Language Arts**  
Grade 6 - Adopted: 2023

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>

BENCHMARK / PROFICIENCY 6.W.2.S. Write to inform about a topic.

DESCRIPTOR Organize ideas, concepts, and information.

DESCRIPTOR Use relevant facts, definitions, concrete details, and quotations.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>
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BENCHMARK / PROFICIENCY	6.W.4.P.	Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.
BENCHMARK / PROFICIENCY	6.W.5.P.	Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.
BENCHMARK / PROFICIENCY	6.W.8.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	6.W.9.P.	Develop writing stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	6.W.10.P.	Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.
BENCHMARK / PROFICIENCY	6.W.12.P.	Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION	6.V.1.	Use general academic and content-specific words and phrases accurately.
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**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
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BENCHMARK / PROFICIENCY	6.L.5.S.	Use modifiers effectively:
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DESCRIPTOR	Proper adjectives
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**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
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BENCHMARK / PROFICIENCY	6.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
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**STRAND /  
TOPIC**

**Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Conventions - Conventions involve the correct use of mechanics in writing.</b>

BENCHMARK / PROFICIENCY 6.L.9.C. Indicate dialogue, quotes, and titles, using quotation marks.

BENCHMARK / PROFICIENCY 6.L.10.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 8: FORMAL ESSAY MODELS Week 20 Page 179-192

**Arkansas Standards  
Language Arts  
Grade 6 - Adopted: 2023**

**STRAND /  
TOPIC**

**Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>

BENCHMARK / PROFICIENCY 6.RC.1.R F. Provide an objective summary of a text.

BENCHMARK / PROFICIENCY 6.RC.2.R F. Determine how a central idea and/or theme of a text is conveyed through supporting details.

**STRAND /  
TOPIC**

**Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Information - Reading Information includes skills that are specific to non-fiction texts.</b>

BENCHMARK / PROFICIENCY 6.RC.11. RI. Describe how a central individual, event, or idea is introduced and developed in a text.

BENCHMARK / PROFICIENCY 6.RC.12. RI. Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument.

BENCHMARK / PROFICIENCY 6.RC.14. RI. Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).

BENCHMARK / PROFICIENCY 6.RC.16. RI. Compare and contrast two authors' presentations of an event.

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.1.S.</b>	<b>Write an argument, using clear reasons and supporting evidence.</b>
<b>DESCRIPTOR</b>		Support claims with credible sources.

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.2.S.</b>	<b>Write to inform about a topic.</b>
<b>DESCRIPTOR</b>		Organize ideas, concepts, and information.
<b>DESCRIPTOR</b>		Use relevant facts, definitions, concrete details, and quotations.

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.4.P.</b>	<b>Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.5.P.</b>	<b>Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.8.P.</b>	<b>Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.9.P.</b>	<b>Develop writing stamina during single sessions and over extended periods of time.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.10.P.</b>	<b>Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.12.P.</b>	<b>Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.</b>

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Research - Research includes identifying a topic, gathering information, and assessing sources.</b>

BENCHMARK / PROFICIENCY 6.W.15.R. Quote or paraphrase data and conclusions, crediting sources and/or authors.

BENCHMARK / PROFICIENCY 6.W.16.R. Provide basic and consistent bibliographic information for sources.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION 6.V.1. Use general academic and content-specific words and phrases accurately.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>6.V.3.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:</b>
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BENCHMARK / PROFICIENCY Use context

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION 6.V.5. Determine how word choice contributes to the meaning, style, and/or tone of a text.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
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<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.5.S.</b>	<b>Use modifiers effectively:</b>
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DESCRIPTOR Proper adjectives

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>

BENCHMARK / PROFICIENCY 6.L.6.S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Conventions - Conventions involve the correct use of mechanics in writing.</b>

BENCHMARK / PROFICIENCY 6.L.9.C. Indicate dialogue, quotes, and titles, using quotation marks.

BENCHMARK / PROFICIENCY 6.L.10.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 8: FORMAL ESSAY MODELS Week 21 Page 193-202

**Arkansas Standards**  
**Language Arts**  
Grade 6 - Adopted: 2023

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>

BENCHMARK / PROFICIENCY 6.RC.1.R F. Provide an objective summary of a text.

BENCHMARK / PROFICIENCY 6.RC.2.R F. Determine how a central idea and/or theme of a text is conveyed through supporting details.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Information - Reading Information includes skills that are specific to non-fiction texts.</b>

BENCHMARK / PROFICIENCY 6.RC.11. RI. Describe how a central individual, event, or idea is introduced and developed in a text.

BENCHMARK / PROFICIENCY 6.RC.12. RI. Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument.



BENCHMARK / PROFICIENCY	6.RC.14. RI.	Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).
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BENCHMARK / PROFICIENCY	6.RC.16. RI.	Compare and contrast two authors' presentations of an event.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.1.S.</b>	<b>Write an argument, using clear reasons and supporting evidence.</b>

DESCRIPTOR		Support claims with credible sources.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.2.S.</b>	<b>Write to inform about a topic.</b>

DESCRIPTOR		Organize ideas, concepts, and information.
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DESCRIPTOR		Use relevant facts, definitions, concrete details, and quotations.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>

BENCHMARK / PROFICIENCY	6.W.4.P.	Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.
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BENCHMARK / PROFICIENCY	6.W.5.P.	Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.
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BENCHMARK / PROFICIENCY	6.W.8.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
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BENCHMARK / PROFICIENCY	6.W.9.P.	Develop writing stamina during single sessions and over extended periods of time.
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BENCHMARK / PROFICIENCY	6.W.10.P.	Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.
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BENCHMARK / PROFICIENCY	6.W.12.P.	Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Research - Research includes identifying a topic, gathering information, and assessing sources.</b>

BENCHMARK / PROFICIENCY	6.W.13.R.	Conduct research to answer a question.
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BENCHMARK / PROFICIENCY	6.W.14.R.	Assess credible sources.
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BENCHMARK / PROFICIENCY	6.W.15.R.	Quote or paraphrase data and conclusions, crediting sources and/or authors.
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BENCHMARK / PROFICIENCY	6.W.16.R.	Provide basic and consistent bibliographic information for sources.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION	6.V.1.	Use general academic and content-specific words and phrases accurately.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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<b>PERFORMANCE EXPECTATION</b>	6.V.3.	<b>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:</b>
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BENCHMARK / PROFICIENCY		Use context
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION	6.V.5.	Determine how word choice contributes to the meaning, style, and/or tone of a text.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>

BENCHMARK / PROFICIENCY 6.CC.1.S LC. Express ideas in a collaborative setting, using effective discussion strategies.

BENCHMARK / PROFICIENCY 6.CC.2.S LC. Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>

BENCHMARK / PROFICIENCY 6.CC.3.S LC. Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:

DESCRIPTOR One-on-one

DESCRIPTOR In small groups

DESCRIPTOR Teacher-led

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>

BENCHMARK / PROFICIENCY 6.L.5.S. Use modifiers effectively:

DESCRIPTOR Proper adjectives

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>

BENCHMARK / PROFICIENCY 6.L.6.S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Conventions - Conventions involve the correct use of mechanics in writing.</b>
BENCHMARK / PROFICIENCY	6.L.9.C.	Indicate dialogue, quotes, and titles, using quotation marks.
BENCHMARK / PROFICIENCY	6.L.10.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 9: FORMAL CRITIQUE Week 22 Page 203-219

**Arkansas Standards**  
**Language Arts**  
Grade 6 - Adopted: 2023

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>
BENCHMARK / PROFICIENCY	6.RC.2.R F.	Determine how a central idea and/or theme of a text is conveyed through supporting details.

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Literature - Reading Literary includes skills that are specific to literature.</b>
BENCHMARK / PROFICIENCY	6.RC.5.R L.	Describe how a plot develops over the course of a text, including how the characters respond and/or change as the plot moves toward a resolution.
BENCHMARK / PROFICIENCY	6.RC.6.R L.	Determine how elements in the structure of a story, drama, or poem support the development of setting, plot, or theme.
BENCHMARK / PROFICIENCY	6.RC.7.R L.	Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text.

**STRAND / TOPIC**                      **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Information - Reading Information includes skills that are specific to non-fiction texts.</b>

BENCHMARK / PROFICIENCY	6.RC.11. RI.	Describe how a central individual, event, or idea is introduced and developed in a text.
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BENCHMARK / PROFICIENCY	6.RC.14. RI.	Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.2.S.</b>	<b>Write to inform about a topic.</b>

DESCRIPTOR		Use relevant facts, definitions, concrete details, and quotations.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.3.S.</b>	<b>Write to express real or imagined experiences and/or events.</b>

DESCRIPTOR		Use relevant descriptive details.
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DESCRIPTOR		Organize well-structured event sequences.
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DESCRIPTOR		Use narrative techniques (e.g., dialogue, sequencing, description, characterization).
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>

BENCHMARK / PROFICIENCY	6.W.4.P.	Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.
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BENCHMARK / PROFICIENCY	6.W.5.P.	Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.
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BENCHMARK / PROFICIENCY	6.W.8.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
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BENCHMARK / PROFICIENCY	6.W.9.P.	Develop writing stamina during single sessions and over extended periods of time.
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BENCHMARK / PROFICIENCY	6.W.10.P.	Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.
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BENCHMARK / PROFICIENCY	6.W.12.P.	Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Research - Research includes identifying a topic, gathering information, and assessing sources.</b>

BENCHMARK / PROFICIENCY	6.W.15.R.	Quote or paraphrase data and conclusions, crediting sources and/or authors.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION	6.V.1.	Use general academic and content-specific words and phrases accurately.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
<b>PERFORMANCE EXPECTATION</b>	6.V.3.	<b>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:</b>

BENCHMARK / PROFICIENCY		Use context
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION	6.V.5.	Determine how word choice contributes to the meaning, style, and/or tone of a text.
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PERFORMANCE EXPECTATION	6.V.6.	Demonstrate an understanding of figurative language in context, including extended metaphor and personification.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Conventions - Conventions involve the correct use of mechanics in writing.</b>
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BENCHMARK / PROFICIENCY	6.L.9.C.	Indicate dialogue, quotes, and titles, using quotation marks.
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BENCHMARK / PROFICIENCY	6.L.10.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.
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UNIT 9: FORMAL CRITIQUE Week 23 Page 221-230

**Arkansas Standards  
Language Arts  
Grade 6 - Adopted: 2023**

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>
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BENCHMARK / PROFICIENCY	6.RC.2.R F.	Determine how a central idea and/or theme of a text is conveyed through supporting details.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Reading Literature - Reading Literary includes skills that are specific to literature.</b>
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BENCHMARK / PROFICIENCY	6.RC.5.R L.	Describe how a plot develops over the course of a text, including how the characters respond and/or change as the plot moves toward a resolution.
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BENCHMARK / PROFICIENCY	6.RC.6.R L.	Determine how elements in the structure of a story, drama, or poem support the development of setting, plot, or theme.
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BENCHMARK / PROFICIENCY	6.RC.7.R L.	Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Reading Information - Reading Information includes skills that are specific to non-fiction texts.</b>
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BENCHMARK / PROFICIENCY	6.RC.11. RI.	Describe how a central individual, event, or idea is introduced and developed in a text.
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BENCHMARK / PROFICIENCY 6.RC.14. RI. Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.2.S.</b>	<b>Write to inform about a topic.</b>

DESCRIPTOR Use relevant facts, definitions, concrete details, and quotations.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Style - Writing style includes different types of writing for different purposes.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.W.3.S.</b>	<b>Write to express real or imagined experiences and/or events.</b>

DESCRIPTOR Use relevant descriptive details.

DESCRIPTOR Organize well-structured event sequences.

DESCRIPTOR Use narrative techniques (e.g., dialogue, sequencing, description, characterization).

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>

BENCHMARK / PROFICIENCY 6.W.4.P. Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.

BENCHMARK / PROFICIENCY 6.W.5.P. Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.

BENCHMARK / PROFICIENCY 6.W.8.P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

BENCHMARK / PROFICIENCY 6.W.9.P. Develop writing stamina during single sessions and over extended periods of time.

BENCHMARK / PROFICIENCY 6.W.10.P. Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.

BENCHMARK / PROFICIENCY 6.W.12.P. Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.

**STRAND / TOPIC** Grade 6 English Language Arts Standards

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Research - Research includes identifying a topic, gathering information, and assessing sources.</b>

BENCHMARK / PROFICIENCY 6.W.15.R. Quote or paraphrase data and conclusions, crediting sources and/or authors.

**STRAND / TOPIC** Grade 6 English Language Arts Standards

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION 6.V.1. Use general academic and content-specific words and phrases accurately.

**STRAND / TOPIC** Grade 6 English Language Arts Standards

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.V.3.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:</b>

BENCHMARK / PROFICIENCY Use context

**STRAND / TOPIC** Grade 6 English Language Arts Standards

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION 6.V.5. Determine how word choice contributes to the meaning, style, and/or tone of a text.

PERFORMANCE EXPECTATION 6.V.6. Demonstrate an understanding of figurative language in context, including extended metaphor and personification.

**STRAND / TOPIC** Grade 6 English Language Arts Standards

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>

BENCHMARK / PROFICIENCY	6.CC.1.S LC.	Express ideas in a collaborative setting, using effective discussion strategies.
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BENCHMARK / PROFICIENCY	6.CC.2.S LC.	Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Collaborative Communication</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.CC.3.S LC.</b>	<b>Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:</b>
DESCRIPTOR		One-on-one
DESCRIPTOR		In small groups
DESCRIPTOR		Teacher-led

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.5.S.</b>	<b>Use modifiers effectively:</b>
DESCRIPTOR		Proper adjectives

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>6.L.6.S.</b>	<b>Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.</b>

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Conventions - Conventions involve the correct use of mechanics in writing.</b>

BENCHMARK / PROFICIENCY	6.L.9.C.	Indicate dialogue, quotes, and titles, using quotation marks.
BENCHMARK / PROFICIENCY	6.L.10.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 9: FORMAL CRITIQUE Week 24 Page 231-334

**Arkansas Standards**  
**Language Arts**  
Grade 6 - Adopted: 2023

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>

BENCHMARK / PROFICIENCY	6.RC.1.R F.	Provide an objective summary of a text.
BENCHMARK / PROFICIENCY	6.RC.2.R F.	Determine how a central idea and/or theme of a text is conveyed through supporting details.

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Reading Comprehension</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Reading Information - Reading Information includes skills that are specific to non-fiction texts.</b>

BENCHMARK / PROFICIENCY	6.RC.11. RI.	Describe how a central individual, event, or idea is introduced and developed in a text.
BENCHMARK / PROFICIENCY	6.RC.12. RI.	Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument.
BENCHMARK / PROFICIENCY	6.RC.14. RI.	Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).

**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Writing</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Production - Writing production includes volume and clarity of writing and the writing process.</b>

BENCHMARK / PROFICIENCY	6.W.9.P.	Develop writing stamina during single sessions and over extended periods of time.
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BENCHMARK / PROFICIENCY	6.W.10.P.	Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.
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BENCHMARK / PROFICIENCY	6.W.12.P.	Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION	6.V.1.	Use general academic and content-specific words and phrases accurately.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>6.V.3.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:</b>
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BENCHMARK / PROFICIENCY		Use context
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Vocabulary - Vocabulary includes understanding and using words to communicate effectively.</b>
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PERFORMANCE EXPECTATION	6.V.5.	Determine how word choice contributes to the meaning, style, and/or tone of a text.
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**STRAND / TOPIC** **Grade 6 English Language Arts Standards**

<b>CONTENT STANDARD</b>		<b>Language</b>
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<b>PERFORMANCE EXPECTATION</b>		<b>Conventions - Conventions involve the correct use of mechanics in writing.</b>
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BENCHMARK / PROFICIENCY	6.L.9.C.	Indicate dialogue, quotes, and titles, using quotation marks.
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BENCHMARK / PROFICIENCY	6.L.10.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.
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