

**Language Arts Assessment Framework**  
**Grade 6**

**BOLD=** Eligible for CRT

*Italics=*Classroom Assessment Only

Underlining=Performance standard moved to another Benchmark  
ALL CAPS=Performance standard moved from another Benchmark

**Strand: READING AND LISTENING FOR COMPREHENSION:**

**Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.**

**5-8 Benchmark I-A: Listen to, read, react to, and interpret information**

1. *Narrate a fictional or autobiographical account.*
2. **Relate details, main ideas, setting, action, and main character(s).**
3. *Explore expressive materials that are read, heard, or viewed.*
4. *Identify and interpret figurative language in an oral selection.*
5. *Interact appropriately in group settings.*
6. *Reflect on learning experiences by describing personal learning growth and change in perspective.*
7. *Interpret how personal circumstances and background shape interaction with text.*

**5-8 Benchmark I-B: Gather and use information for research and other purposes**

1. **Interpret and synthesize information from a variety of sources by:**
  - reviewing the characteristics of informational works
  - restating and summarizing information
  - determining the importance of information
  - making connections to related topics and information
  - *monitoring comprehension*
  - drawing inferences
  - generating questions
2. **Use multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and advertisements by:**
  - exploring a variety of sources that provide information (e.g., books, newspapers, Internet, electronic databases, CD-ROMs)
  - **distinguishing between primary and secondary sources**
3. *Organize information gathered for a research topic into major components based on appropriate criteria.*

**5-8 Benchmark I-C: Apply critical thinking skills to analyze information**

1. **Use critical thinking skills and create criteria to evaluate text and multimedia by:**
  - determining purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques
  - identifying and exploring the underlying assumptions of the author
2. **Recognize the point of view of the author by considering alternative points of view or reasons by remaining fair-minded and open to other interpretations.**
3. **Develop and apply appropriate criteria to evaluate the quality of communication by:**
  - using knowledge of language structure and literary or media techniques
  - drawing conclusions based on evidence, reasons, or relevant information

- **considering the implications, consequences, or impact of those conclusions**

**5-8 Benchmark I-D: Demonstrate competence in the skills and strategies of the reading process**

**1. Increase fluency, comprehension, and insight through meaningful and comprehensive reading instruction by:**

- *using effective reading strategies to match type of text*
- *reading self-selected literature and other materials of individual interest*
- *reading selections and other materials assigned*
- *discussing selections in teacher-student discussions and small groups*
- *taking an active role in whole-class seminars*
- discussing and analyzing the effects on texts of literary devices such as figurative language, dialogue and flashback
- interpreting text by explaining elements such as plot, theme, point of view, characterization, mood and style
- investigating examples of distortion and stereotypes
- recognizing underlying messages in order to identify recurring themes (Moved to III-B, position 4M)

**2. Generate questions to be answered while reading and reflect on what has been learned after reading.**

**3. Use specific strategies to clear up confusing parts of a text (e.g., reread the text, consult another source, ask for help).**

**4. Follow oral and written directions for a procedure.**

**5. Use knowledge of punctuation to assist in comprehension.**

**Strand: LITERATURE AND MEDIA:**

**Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.**

**5-8 Benchmark III-A: Use language, literature, and media to understand various social and cultural perspectives**

1. *Describe how characters' actions reflect their cultures.*
2. *Respond to historically or culturally significant works of literature to develop an awareness of perspective(s).*
3. *Examine connections between cultures worldwide and American society as depicted through literature and media.*

**5-8 Benchmark III-B: Identify ideas and make connections among literary works**

- 1. Describe the author's use of various techniques (e.g., appeal of characters, logic and credibility of plots and setting, use of figurative language, emotional impact) to influence readers' perspectives.**
- 2. Identify the various themes in literary works.**
- 3. Compare and contrast print and non-print versions of a literary work.**

**4M. INCREASE *fluency*, COMPREHENSION, AND INSIGHT THROUGH MEANINGFUL AND COMPREHENSIVE READING INSTRUCTION BY:**

- *discussing and* **ANALYZING THE EFFECTS ON TEXTS OF LITERARY DEVICES SUCH AS FIGURATIVE LANGUAGE, DIALOGUE AND FLASHBACK**
- **INTERPRETING TEXT BY EXPLAINING ELEMENTS SUCH AS PLOT, THEME, POINT OF VIEW, CHARACTERIZATION, MOOD AND STYLE**
- **INVESTIGATING EXAMPLES OF DISTORTION AND STEREOTYPES**
- **RECOGNIZING UNDERLYING MESSAGES IN ORDER TO IDENTIFY RECURRING THEMES** (Moved from I-D.1.f-i)