

6th Grade
Reading Language Arts

Benchmark 1		
Power Standard: Differentiate and apply comprehension strategies to select defining characteristics of literary and informational texts by understanding figurative language evaluating connections using analysis illustrations and examples to enhance written communication and edit compositions.		
RLA.O.6.1.06	differentiate and apply comprehension strategies in literary and informational texts to	
DOK 3	<ul style="list-style-type: none"> • use prior knowledge • draw conclusions • interpret meaning • determine cause and effect • judge text critically 	
	• differentiate and apply comprehension strategies in literary texts	Performance
	• differentiate and apply comprehension strategies in informational texts	Performance
	• use prior knowledge	Performance
	• draw conclusions	Performance
	• interpret meaning	Performance
	• determine cause and effect	Performance

	<ul style="list-style-type: none"> • judge text critically 	Performance & Reasoning
RLA.O.6.1.04 DOK 2	<p>select defining characteristics, construct background knowledge and develop reading skills to understand a variety of literary passages and informational texts by West Virginia, national and international authors:</p> <ul style="list-style-type: none"> • myth • fantasies • biographies • autobiographies • science fiction • tall tales • supernatural tales 	
	<ul style="list-style-type: none"> • Select defining characteristics for myths 	Knowledge
	<ul style="list-style-type: none"> • Select defining characteristics for fantasies 	Knowledge
	<ul style="list-style-type: none"> • Select defining characteristics for biographies 	Knowledge
	<ul style="list-style-type: none"> • Select defining characteristics for autobiographies 	Knowledge
	<ul style="list-style-type: none"> • Select defining characteristics for science fiction 	Knowledge
	<ul style="list-style-type: none"> • Select defining characteristics for tall tales 	Knowledge
	<ul style="list-style-type: none"> • Select defining characteristics for supernatural tales 	Knowledge
	<ul style="list-style-type: none"> • construct background knowledge for myths 	Performance
	<ul style="list-style-type: none"> • construct background knowledge for fantasies 	Performance

	<ul style="list-style-type: none"> • construct background knowledge for biographies 	Performance
	<ul style="list-style-type: none"> • construct background knowledge for autobiographies 	Performance
	<ul style="list-style-type: none"> • construct background knowledge for science fiction 	Performance
	<ul style="list-style-type: none"> • construct background knowledge for tall tales 	Performance
	<ul style="list-style-type: none"> • construct background knowledge for supernatural tales 	Performance
	<ul style="list-style-type: none"> • Use reading skills to understand a variety of literary passages in myths 	Performance
	<ul style="list-style-type: none"> • Use reading skills to understand a variety of literary passages in fantasies 	Performance
	<ul style="list-style-type: none"> • Use reading skills to understand a variety of literary passages in biographies 	Performance
	<ul style="list-style-type: none"> • Use reading skills to understand a variety of literary passages in autobiographies 	Performance
	<ul style="list-style-type: none"> • Use reading skills to understand a variety of literary passages in science fiction 	Performance
	<ul style="list-style-type: none"> • Use reading skills to understand a variety of literary passages in tall tales 	Performance
	<ul style="list-style-type: none"> • Use reading skills to understand a variety of literary passages in supernatural tales 	Performance
	<ul style="list-style-type: none"> • Read informational texts by West Virginia, national and international authors 	Knowledge

RLA.O.6.1.11	identify and understand figurative language (e.g., onomatopoeia, personification, alliteration) in text.		
DOK 2			
	<ul style="list-style-type: none"> Identify figurative language in text 		Knowledge
	<ul style="list-style-type: none"> Understand figurative language in text 		Performance
RLA.O.6.1.10	evaluate connections (e.g., cause/effect, order) among the facts, ideas, events and concepts of literary and informational texts to self, to other texts and to the world.		
DOK 3			
RLA.O.6.2.05	use analogies, illustrations, examples, or anecdotes to enhance written communication.		
DOK 3			
			Performance
Power Standard: None			
RLA.O.6.2.06	edit one's own compositions as well as the writing of others to correct errors in organization, content, usage, mechanics and spelling.		
DOK 2			
	<ul style="list-style-type: none"> edit one's own compositions as well as the writing of others to correct errors in organization 		Performance
	<ul style="list-style-type: none"> edit one's own compositions as well as the writing of others to correct 		Performance

	errors in content	
	<ul style="list-style-type: none"> edit one's own compositions as well as the writing of others to correct errors in usage 	Performance
	<ul style="list-style-type: none"> edit one's own compositions as well as the writing of others to correct errors in mechanics 	Performance
	<ul style="list-style-type: none"> edit one's own compositions as well as the writing of others to correct errors in spelling 	Performance
<p>Power Standard: Use connotation and denotation to understand meaning and interpret actions, behaviors, and motives of characters by demonstrating the ability to use electronic and non-electronics data resources and to create a product.</p>		
RLA.O.6.1.08 DOK 3	interpret the actions, behaviors and motives of characters in literary texts.	
	<ul style="list-style-type: none"> Interpret the actions of characters in literary texts 	Performance
	<ul style="list-style-type: none"> Interpret the behaviors of characters in literary texts 	Performance
	<ul style="list-style-type: none"> Interpret the motives of characters in literary texts 	Performance
RLA.O.6.1.01 DOK 1	use connotation and denotation to understand meaning.	
	<ul style="list-style-type: none"> Use connotation to understand meaning 	Knowledge

	<ul style="list-style-type: none"> • Use denotation to understand meaning 	Knowledge
RLA.O.6.2.08 DOK 2	demonstrate the ability to use electronic and non-electronic reference materials to locate information, analyze the source, evaluate the data, and create a product based upon an assigned task.	
	<ul style="list-style-type: none"> • demonstrate the ability to use electronic reference materials to locate information 	Performance
	<ul style="list-style-type: none"> • demonstrate the ability to use electronic reference materials to analyze the source 	Performance
	<ul style="list-style-type: none"> • demonstrate the ability to use electronic reference materials to evaluate the data 	Performance
	<ul style="list-style-type: none"> • demonstrate the ability to use electronic reference materials to create a product based upon an assigned task 	Reasoning & Product
	<ul style="list-style-type: none"> • demonstrate the ability to use non-electronic reference materials to locate information 	Performance
	<ul style="list-style-type: none"> • demonstrate the ability to use non-electronic reference materials to analyze the source 	Performance
	<ul style="list-style-type: none"> • demonstrate the ability to use non-electronic reference materials to evaluate the data 	Performance
	<ul style="list-style-type: none"> • demonstrate the ability to use non-electronic reference materials to create a product based upon an assigned task 	Reasoning & Product

Benchmark 2		
Power Standard: Select and use a variety of age appropriate media products to plan, develop, and deliver, and research project by crediting and citing references using computer generated aids.		
RLA.O.6.3.05 DOK 4	create and present an age-appropriate media product that demonstrates format, purpose, and audience.	
	• create an age-appropriate media product that demonstrates format	Performance
	• create an age-appropriate media product that demonstrates purpose	Performance
	• create an age-appropriate media product that demonstrates audience	Performance
	• present an age-appropriate media product that demonstrates format	Performance
	• present an age-appropriate media product that demonstrates purpose	Performance
	• present an age-appropriate media product that demonstrates audience	Performance
RLA.O.6.2.09 DOK 3	credit sources of information by citing references using various formats, (e.g., footnotes, bibliography).	
	• Cite a references	Knowledge
	• Use various formats to cite references	Performance
RLA.O.6.2.10 DOK 4	select and use a variety of resource materials to plan, develop, and deliver a research project using computer-generated graphic aids.	

	<ul style="list-style-type: none"> Select a variety of resource materials to plan a research project using computer-generated graphic aids. 	Performance
	<ul style="list-style-type: none"> Select a variety of resource materials to develop a research project using computer-generated graphic aids. 	Performance
	<ul style="list-style-type: none"> Select a variety of resource materials to deliver a research project using computer-generated graphic aids. 	Reasoning
	<ul style="list-style-type: none"> Use a variety of resource materials to plan a research project using computer-generated graphic aids. 	Performance
	<ul style="list-style-type: none"> Use a variety of resource materials to develop a research project using computer-generated graphic aids. 	Performance
	<ul style="list-style-type: none"> Use a variety of resource materials to deliver a research project using computer-generated graphic aids. 	Reasoning
Benchmark 3		
Power Standard: Use root words, prefixes and suffixes to determine and explain theme by using a variety of strategies to determine elements of literature by creating and graphic organizers and using correct note taking skills.		
RLA.O.6.1.03 DOK 2	use a variety of strategies to increase grade-appropriate vocabulary (e.g., etymology, context clues, affixes, synonyms, antonyms).	

		Reasoning
RLA.O.6.1.07 DOK 3	determine the elements of literature (e.g., external conflict, mood) to construct meaning and recognize author's/reader's purpose.	
	<ul style="list-style-type: none"> determine the elements of literature to construct meaning 	Performance
	<ul style="list-style-type: none"> determine the elements of literature to recognize author's/reader's purpose 	Performance
RLA.O.6.1.02 DOK 2	use root words, prefixes and suffixes to understand words, change word meanings and generate new words appropriate to grade level.	
	<ul style="list-style-type: none"> Use root words to understand words 	Knowledge
	<ul style="list-style-type: none"> Use prefixes to understand words 	Knowledge
	<ul style="list-style-type: none"> Use suffixes to understand words 	Knowledge
	<ul style="list-style-type: none"> Use prefixes to change word meanings 	Performance
	<ul style="list-style-type: none"> Use suffixes to change word meanings 	Performance
	<ul style="list-style-type: none"> Use prefixes to generate new words 	Performance
	<ul style="list-style-type: none"> Use suffixes to generate new words 	Performance
RLA.O.6.1.09 DOK 3	determine and explain theme by locating supporting details in a literary passage and in informational text across the curriculum.	

	<ul style="list-style-type: none"> Determine theme by locating supporting details in a literary passage across the curriculum 	Performance
	<ul style="list-style-type: none"> Explain theme by locating supporting details in a literary passage across the curriculum 	Performance
	<ul style="list-style-type: none"> Determine theme by locating supporting details in informational text across the curriculum 	Performance
	<ul style="list-style-type: none"> Explain theme by locating supporting details in informational text across the curriculum 	Performance
RLA.O.6.1.14 DOK 2	use graphic organizers to create, develop, interpret and organize information (e.g., tables, graphs, diagrams, charts).	
	<ul style="list-style-type: none"> use graphic organizers to create information 	Knowledge
	<ul style="list-style-type: none"> use graphic organizers to develop information 	Performance
	<ul style="list-style-type: none"> use graphic organizers to interpret information 	Performance
	<ul style="list-style-type: none"> Use graphic organizers to organize information 	Knowledge
RLA.O.6.2.01 DOK 2	use correct note taking skills organize information into an outline that categorizes information by topic, subtopic and detail.	
	<ul style="list-style-type: none"> use correct note taking skills organize information into an outline that categorizes information by topic 	Knowledge

	<ul style="list-style-type: none"> • use correct note taking skills organize information into an outline that categorizes information by subtopic 	Performance
	<ul style="list-style-type: none"> • use correct note taking skills organize information into an outline that categorizes information by detail 	Performance
<p>Power Standard: Exhibit effective oral communication skills by interpreting spoken text and retelling and creating originals stories while performing a variety of roles in group discussions as listener, learner and facilitator.</p>		
<p>RLA.O.6.3.01 DOK 2</p>	<p>exhibit effective oral communication skills (e.g., volume, rate, audience, etiquette, standard English) through the presentation of</p> <ul style="list-style-type: none"> • compositions • personal narratives • brochures • speeches • poetry 	
	<ul style="list-style-type: none"> • exhibit effective oral communication skills through the presentation of compositions 	Performance
	<ul style="list-style-type: none"> • exhibit effective oral communication skills through the presentation of personal narratives 	Performance
	<ul style="list-style-type: none"> • exhibit effective oral communication skills through the presentation of brochures 	Performance
	<ul style="list-style-type: none"> • exhibit effective oral communication skills through the presentation of speeches 	Performance
	<ul style="list-style-type: none"> • exhibit effective oral communication skills through the presentation of poetry 	Performance

RLA.O.6.3.02 DOK 2	retell and create original, simple and detailed sequential stories.	
	• Retell original sequential stories	Knowledge
	• Create original sequential stories	Performance
	• Retell simple sequential stories	Knowledge
	• Create simple sequential stories	Performance
	• Retell detailed sequential stories	Knowledge
	• Create detailed sequential stories	Performance
RLA.O.6.3.03 DOK 2	interpret spoken text in order to comprehend topic, purpose and perspective in spoken texts (e.g., of a speaker, informational video, televised interview, radio news program).	
	• interpret spoken text in order to comprehend topic in spoken texts	Knowledge
	• interpret spoken text in order to comprehend purpose in spoken texts	Performance
	• interpret spoken text in order to comprehend perspective in spoken texts	Reasoning
RLA.O.6.3.04 DOK 2	perform a variety of roles in group discussions including active listener and discussion leader.	
		Performance

Power Standard: Use pre-reading strategies to analysis texts and identifying and understanding literary techniques used to interpret literature to increase the amount of independent reading.		
RLA.O.6.1.05 DOK 2	use pre-reading strategies to analyze text for the type and structure of text to determine comprehension strategies: <ul style="list-style-type: none"> • previewing • activating prior knowledge • questioning • skimming • scanning 	
		Performance & Reasoning
RLA.O.6.1.13 DOK 2	identify and understand literary techniques used to interpret literature (e.g., compare/contrast, symbolism).	
	<ul style="list-style-type: none"> • Identify literary techniques used to interpret literature 	Knowledge
	<ul style="list-style-type: none"> • Understand literary techniques used to interpret literature 	Knowledge
RLA.O.6.1.15 DOK 1	increase the amount of independent reading to comprehend, analyze and evaluate literary text and informational text.	
	<ul style="list-style-type: none"> • increase the amount of independent reading to comprehend literary text 	Knowledge
	<ul style="list-style-type: none"> • increase the amount of independent reading to analyze literary text 	Performance

	<ul style="list-style-type: none"> increase the amount of independent reading to evaluate literary text 	Performance
	<ul style="list-style-type: none"> increase the amount of independent reading to comprehend informational text 	Knowledge
	<ul style="list-style-type: none"> increase the amount of independent reading to analyze informational text 	Performance
	<ul style="list-style-type: none"> increase the amount of independent reading to evaluate informational text 	Performance
RLA.O.6.2.07 DOK 3	develop a 5-7 paragraph composition with an introductory paragraph, supporting details paragraph(s) and concluding paragraph.	
	<ul style="list-style-type: none"> Develop an introductory paragraph 	Reasoning
	<ul style="list-style-type: none"> Develop a supporting details paragraph 	Reasoning
	<ul style="list-style-type: none"> Develop a concluding paragraph 	Reasoning
	<ul style="list-style-type: none"> Develop a 5-7 paragraph composition 	Reasoning
RLA.O.6.2.3 DOK 3	from a prompt, use the writing process to develop a composition that contains specific, relevant details and transitions.	
	<ul style="list-style-type: none"> from a prompt, use the writing process to develop a composition that 	Reasoning

	contains specific, relevant details	
	<ul style="list-style-type: none"> from a prompt, use the writing process to develop a composition that contains transitions 	Reasoning
RLA.O.6.2.4 DOK 3	use the five-step writing process to address specific writing purposes and to address various audiences (e.g., creative, journalistic, essay, narrative, informative, persuasive).	
	<ul style="list-style-type: none"> use the five-step writing process to address specific writing purposes 	Performance & Reasoning
	<ul style="list-style-type: none"> use the five-step writing process to address various audiences 	Performance & Reasoning
RLA.O.6.2.2 DOK 3	use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan approaches and develop descriptive and narrative writing tasks: <ul style="list-style-type: none"> compositions personal narratives brochures speeches poetry 	
	<ul style="list-style-type: none"> use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan approaches and develop descriptive 	Performance

	and narrative writing tasks in compositions	
	<ul style="list-style-type: none"> use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan approaches and develop descriptive and narrative writing tasks in personal narratives 	Performance
	<ul style="list-style-type: none"> use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan approaches and develop descriptive and narrative writing tasks in brochures 	Performance
	<ul style="list-style-type: none"> use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan approaches and develop descriptive and narrative writing tasks in speeches 	Performance
	<ul style="list-style-type: none"> use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan approaches and develop descriptive and narrative writing tasks in poetry 	Performance
RLA.O.6.1.12	characterize and classify various types of poetry.	
DOK 2		
	<ul style="list-style-type: none"> Characterize various types of poetry 	Performance
	<ul style="list-style-type: none"> Classify various types of poetry 	Knowledge