



6th-8th Grade

“Ah, how good it is to be among people who are reading.” – Rainer Maria Rilke

In grades 6-8, analysis and writing are the primary foci. Rhetoric is introduced in 6th grade. In this grade band, students go from explaining theme to analyzing it. Students progress from examining character perspective to working with complex narrator types. Students are also being introduced to literature from historic time periods. This framework should help students in building a body of knowledge useful in being able to interpret multiple layers of meaning. In middle school, those periods are as follows:

- Colonial and Early National Period (1600–1830) *American Literature*
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)

6th Grade Reading

ELA.6.R.1 Reading Prose and Poetry

Literary Elements

ELA.6.R.1.1: Analyze how the interaction between characters contributes to the development of a plot in a literary text.

Theme

ELA.6.R.1.2: Analyze the development of stated or implied theme(s) throughout a literary text.

Benchmark Clarifications:

Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message. See Theme in Glossary.

Clarification 2: Students should be introduced to the concept of universal themes, although mastery isn’t expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

Perspective and Point of View

ELA.6.R.1.3: Explain the influence of multiple narrators and/or shifts in point of view in a literary text.

Benchmark Clarifications:

Clarification 1: When referring to the person of the narrator, the term “point of view” is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark.



Poetry

ELA.6.R.1.4: Describe the impact of various poetic forms on meaning and style.

Benchmark Clarifications:

Clarification 1: Poetic forms used for this benchmark are sonnet and villanelle.

■ ELA.6.R.2 Reading Informational Text

Structure

ELA.6.R.2.1: Explain how individual text sections and/or features convey meaning in texts.

Central Idea

ELA.6.R.2.2: Analyze the central idea(s), implied or explicit, and its development throughout a text.

Benchmark Clarifications:

Clarification 1: Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.

Purpose and Perspective

ELA.6.R.2.3: Analyze authors' purpose(s) in multiple accounts of the same event or topic.

Argument

ELA.6.R.2.4: Track the development of an argument, identifying the types of reasoning used.

Benchmark Clarifications:

Clarification 1: For more information on types of reasoning, see [Types of Logical Reasoning](#).

Clarification 2: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See [Fallacies in Reasoning \(Informal\)](#).

■ ELA.6.R.3 Reading Across Genres

Interpreting Figurative Language

ELA.6.R.3.1: Explain how figurative language contributes to tone and meaning in text(s).

Benchmark Clarifications:

Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction.

Clarification 2: See [Secondary Figurative Language](#).

Paraphrasing and Summarizing

ELA.6.R.3.2: Paraphrase content from grade-level texts.

Benchmark Clarifications:

Clarification 1: Most grade-level texts are appropriate for this benchmark.

Comparative Reading

ELA.6.R.3.3: Compare and contrast how authors from different time periods address the same or related topics.



Benchmark Clarifications:

Clarification 1: Texts for this benchmark should be selected from the following literary periods:

- Colonial and Early National Period (1600–1830) *American Literature*
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)

Understanding Rhetoric

ELA.6.R.3.4: Identify rhetorical appeals in a text.

Benchmark Clarifications:

Clarification 1: Students will identify the appeals of logos, ethos, and pathos.

Clarification 2: See [Rhetorical Appeals](#).

Communication

ELA.6.C.1 Communicating Through Writing

Narrative Writing

ELA.6.C.1.2: Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.

Benchmark Clarifications:

Clarification 1: See [Writing Types](#) and [Narrative Techniques](#).

Clarification 2: Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See [Figurative Language Standard](#).

Argumentative Writing

ELA.6.C.1.3: Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.

Benchmark Clarifications:

Clarification 1: See [Writing Types](#) and [Elaborative Techniques](#).

Expository Writing

ELA.6.C.1.4: Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.

Benchmark Clarifications:

Clarification 1: See [Writing Types](#) and [Elaborative Techniques](#).

Improving Writing

ELA.6.C.1.5: Improve writing by planning, revising, and editing, considering feedback from adults and peers.



ELA.6.C.2 Communicating Orally**Oral Presentation**

ELA.6.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

Benchmark Clarifications:

Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.

Clarification 2: For further guidance, see the [Secondary Oral Communication Rubric](#).

ELA.6.C.3 Following Conventions**Conventions**

ELA.6.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Benchmark Clarifications:

Clarification 1: Skills to be mastered at this grade level are as follows:

- Use verbals including gerunds, infinitives, and participial phrases.
- Use comparative and superlative forms of adjectives.
- Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.

Skills to be implemented but not yet mastered are as follows:

- Appropriately use colons.
- Appropriately use dangling modifiers.
- Appropriately use ellipses.
- Appropriately use hyphens.
- Vary sentence structure.

Clarification 2: See [Convention Progression by Grade Level](#) for more information.

ELA.6.C.4 Researching**Researching and Using Information**

ELA.6.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.

Benchmark Clarifications:

Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.



ELA.6.C.5 Creating and Collaborating**Multimedia**

ELA.6.C.5.1: Integrate diverse digital media to enhance audience engagement in oral or written tasks.

Benchmark Clarifications:

Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.

Technology in Communication

ELA.6.C.5.2: Use digital tools to produce writing.

Vocabulary**ELA.6.V.1 Finding Meaning****Academic Vocabulary**

ELA.6.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.

Benchmark Clarifications:

Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology

ELA.6.V.1.2: Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

Benchmark Clarifications:

Clarification 1: See [Common Greek and Latin Roots 6-8](#) and [Affixes](#).

Context and Connotation

ELA.6.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

Benchmark Clarifications:

Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.

Clarification 2: See [Context Clues](#) and [Word Relationships](#).

Clarification 3: See ELA.6.R.3.1 and [Secondary Figurative Language](#).



Sample texts by standard

	ELA.6. R.1.1	ELA.6. R.1.2	ELA.6. R.1.3	ELA.6. R.1.4	ELA.6. R.2.1	ELA.6. R.2.2	ELA.6. R.2.3	ELA.6. R.2.4	ELA.6. R.3.1	ELA.6. R.3.2	ELA.6. R.3.3	ELA.6. R.3.4
	Analyze how the interaction between characters contributes to the development of a plot in a literary text.	Analyze the development of stated or implied theme(s) throughout a literary text.	Explain the influence of multiple narrators and/or shifts in point of view in a literary text.	Describe the impact of various poetic forms on meaning and style.	Explain how individual text sections and/or features convey meaning in texts.	Analyze the central idea(s), implied or explicit, and its development throughout a text.	Analyze authors' purpose(s) in multiple accounts of the same event or topic.	Track the development of an argument, identifying the types of reasoning used.	Explain how figurative language contributes to tone and meaning in text(s).	Paraphrase content from grade-level texts.	Compare and contrast how authors from different time periods address the same or related topics.	Identify rhetorical appeals in a text.
"Acquainted with the Night" by Robert Frost		•		•					•	•		
"Eulogy of the Dog" by George G. Vest						•	•	•		•		•
"Farewell Speech" by Lou Gehrig							•			•		•
"Speech to National Council of Negro Women" (2001) by Condoleezza Rice							•		•	•		•
"The House on the Hill" by Edwin Arlington Robinson		•		•						•		
"Two Viewpoints" by Amelia Josephine Burr		•	•							•		
"Yet do I Marvel" by Countee Cullen		•		•						•		
<i>A Long Walk to Water</i> by Linda Sue Park	•	•	•						•	•		
<i>Black Ships Before Troy</i> by Rosemary Sutcliff	•	•							•	•	•	•
<i>Bronze Bow</i> by Elizabeth George Speare	•	•							•	•	•	



	ELA.6. R.1.1	ELA.6. R.1.2	ELA.6. R.1.3	ELA.6. R.1.4	ELA.6. R.2.1	ELA.6. R.2.2	ELA.6. R.2.3	ELA.6. R.2.4	ELA.6. R.3.1	ELA.6. R.3.2	ELA.6. R.3.3	ELA.6. R.3.4
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<i>Down, Down, Down: A Journey to the Bottom of the Sea</i> by Steve Jenkins					•	•	•			•		
<i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry					•	•	•			•	•	
<i>Incidents in the Life of a Slave Girl</i> by Harriet Jacobs	•					•	•			•	•	
<i>Lincoln: A Photobiography</i> by Russell Freedman					•		•			•		
<i>Little Britches</i> by Ralph Moody					•	•			•	•		
<i>Little Women</i> by Louisa May Alcott	•	•								•		
<i>The Book of Virtues for Young People: A Treasury of Great Moral Stories</i> by William Bennett	•	•		•					•	•	•	
<i>The Devil's Arithmetic</i> by Jane Yolen	•	•							•	•	•	
<i>The Hiding Place</i> by Corrie ten Boom						•				•	•	



	ELA.6. R.1.1	ELA.6. R.1.2	ELA.6. R.1.3	ELA.6. R.1.4	ELA.6. R.2.1	ELA.6. R.2.2	ELA.6. R.2.3	ELA.6. R.2.4	ELA.6. R.3.1	ELA.6. R.3.2	ELA.6. R.3.3	ELA.6. R.3.4
	Analyze how the interaction between characters contributes to the development of a plot in a literary text.	Analyze the development of stated or implied theme(s) throughout a literary text.	Explain the influence of multiple narrators and/or shifts in point of view in a literary text.	Describe the impact of various poetic forms on meaning and style.	Explain how individual text sections and/or features convey meaning in texts.	Analyze the central idea(s), implied or explicit, and its development throughout a text.	Analyze authors' purpose(s) in multiple accounts of the same event or topic.	Track the development of an argument, identifying the types of reasoning used.	Explain how figurative language contributes to tone and meaning in text(s).	Paraphrase content from grade-level texts.	Compare and contrast how authors from different time periods address the same or related topics.	Identify rhetorical appeals in a text.
<i>The Phantom Tollbooth</i> by Norton Juster	•	•							•	•		
<i>Tales of the Greek Heroes</i> by Roger Lancelyn Green					•	•	•		•	•	•	
<i>Treasure Island</i> by Robert Louis Stevenson	•	•							•	•		•