Grade 6

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Subject	Grade	Strand	Standard	Benchmark

Grade 6: Reading Process

Fluency	Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.
LA.6.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.

English Language Proficiency Standards		
Beginning: The student will: - read grade level text orally by matching pictures with sounds (e.g. onomatopoeia) and simple phrases using phonemic awareness strategies. - identify and correctly use ending punctuation marks - Identify sounds of English in written text - manipulate sounds of English so as to be able to attack unknown words	*Intermediate:* The student will: - read simple grade level text, - read grade level text orally by identifying the appropriate vocabulary words with the corresponding picture - use context clues to decode meaning from a reading selection. - identify punctuation marks (commas, colons) and their uses in sentences. - Use syllabication skills appropriately to break unknown words apart in order to understand more complex words - decode unknown words accurately	*Advanced:* The student will: - read grade level text orally in a manner that sounds like near-fluent speech - adjust reading according to punctuation (raises voice for questions, pauses at periods) - adjust reading rate by speeding up or slowing down based on purpose, level of difficulty, form, and style. - recognize words instantly and accurately (Automaticity) - recognize high frequency words instantly (Accuracy) - decode unknown words automatically without any effort (Accuracy)

Vocabulary Development	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.
	The student will:
LA.6.1.6.1	- use new vocabulary that is introduced and taught directly;
LA.6.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;
LA.6.1.6.3	- use context clues to determine meanings of unfamiliar words;
LA.6.1.6.4	- categorize key vocabulary and identify salient features;
LA.6.1.6.5	- relate new vocabulary to familiar words;
LA.6.1.6.6	- distinguish denotative and connotative meanings of words;
LA.6.1.6.7	- identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
LA.6.1.6.8	- identify advanced word/phrase relationships and their meanings;
LA.6.1.6.9	- determine the correct meaning of words with multiple meanings in context;
LA.6.1.6.10	- determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
LA.6.1.6.11	- identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).

Vocabulary Development	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

English Language Proficiency Standards		
Beginning: The student will: - use simple vocabulary words by evaluating information presented in a variety of narrative and visual formats - identify and associate pictures and illustrations with the appropriate words; - recognize a variety of text structures, including context clues, and multiple meanings through the use of simple text rich in graphics and illustrations. - maintain a list of newly learned vocabulary words with a corresponding picture or short definition	*Intermediate:* The student will: - consistently and effectively demonstrate the use of basic interpersonal, academic, and workplace vocabularies relating to narrative and visual formats by generating and answering oral and written questions; - determine meaning and increase vocabulary using context clues, prefixes, suffixes, root words, multiple meanings, word origins, and word relationships. - use a dictionary (with definitions or translations) to find more information about unfamiliar words - be able to propose synonyms and antonyms to a variety of grade level vocabulary words - identify word variation by using the dictionary	*Advanced:* The student will: - consistently and effectively use grade-level interpersonal, academic, and workplace vocabularies - identify figurative, idiomatic, and technical meanings of words and phrases in reading, writing, listening, and speaking. - use and understand vocabulary orally and aurally at the near-fluent level; - determine meaning and increase grade level vocabulary using context clues, prefixes, suffixes, root words, multiple meanings (distinguishing denotative and connotative meanings of words), word origins, and word relationships (analogies). - use a thesaurus to look for synonyms and antonyms

Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.

	The student will:
LA.6.1.7.1	- use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.6.1.7.2	- analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
LA.6.1.7.3	- determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.6.1.7.4	- identify cause-and-effect relationships in text;
LA.6.1.7.5	- analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
LA.6.1.7.6	- analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
LA.6.1.7.7	- compare and contrast elements in multiple texts; and
LA.6.1.7.8	- use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.

English Language Proficiency Standards		
Beginning: The student will: - use illustrations to predict content and purpose by conducting a survey on a level-appropriate topic with the help of relatives or friends and report the results orally and/or in writing - create a "storyboard" with pictures that describes the basic action of a grade level text - match written language with pictures; - identify high frequency words , also known as sight words to identify printed words with oral equivalents; - use simple outlines through graphic organizers and pictures to clarify or represent a new concept or idea taught in class; - copy, read, and categorize simple sentences and orally express meaning in his/her own words; - identify simple organizational patterns (for example, comparison and contrast, cause and effect, and chronology) through the use of pictures., - identify the author's purpose and/or perspective of a passage supplied by the teacher and orally express the purpose in simple words through activities such as viewing illustrations and listening to an authentic simple reading selection.	*Intermediate:* The student will: - predict content, describe purpose and organization of a reading selection using his/her own background knowledge by brainstorming - answer orally pre-reading prompts about the reading selection as it relates to the student's previous experiences; - employ phonemic awareness, inference, contextual clues, synonyms and antonyms relationships to decode meaning from simple text, such as newspaper articles, paragraphs, simple poems, songs, charts and tables or illustrations; - use note taking and complete outlines in written and graphic form to clarify or explain a concept or topic taught in class or reading a text; - copy and read a paragraph that the teacher has written on the board or transparency, and orally express meaning in his or her own words; - analyze basic organizational patterns (for example, comparison and contrast, cause and effect, and chronology) and explain orally how they impact the meaning of text; - create an outline or storyboard with accompanying text that describes the action and main idea of a grade level story; - identify the author's purpose and/or perspective of a passage supplied by the teacher and orally express the purpose using grade level vocabulary.	*Advanced:* The student will: - make and verify complex predictions of content, purpose and organization of a reading selection by using prior knowledge to make connections; - use context and word structure clues to analyze words and text; - use pre, during and post reading strategies (e.g. extended questioning techniques, graphic representations, text structure knowledge, chronological classification and compare and contrast) to improve his/her reading comprehension; - understand a variety of texts at a near fluent level by using graphic organizers and note-taking to clarify meaning and recognize organizational patterns; - identify the author's purpose and/or perspective of a variety of texts and use the information to construct meaning; - identify important details and main idea of a text in order to summarize a reading in his/her own words.

Grade 6: Literary Analysis

Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

	The student will:
LA.6.2.1.1	- identify the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
LA.6.2.1.2	- locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction;

Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
LA.6.2.1.3	- locate and analyze the effects of sound, meter, figurative and descriptive language, graphics (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning;
LA.6.2.1.4	- identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);
LA.6.2.1.5	- develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
LA.6.2.1.6	- write a book report, review, or critique that compares two or more works by the same author;
LA.6.2.1.7	- locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme;
LA.6.2.1.8	- compare language patterns and vocabulary of contemporary texts to those of historical texts;
LA.6.2.1.9	- explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; and
LA.6.2.1.10	- use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
English Language Proficiency Standards	

Fiction	**Standard**: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.	
Beginning: The student will: - select age and grade level appropriate materials from the library or classroom collection to read for pleasure according to his/her reading level (e.g. AR). - answer basic questions (who, what, when, where, why) about a grade level text in the student's own words and / or using pictures; - identify the different riming patterns found in poetry and in prose. - distinguish between fiction and non-fiction text; - recognize the different characteristics of different literary genres such as folktale, play, short story, poetry and prose; - identify elements of the plot through the use of story maps.	*Intermediate:* The student will: - select basic age and grade level appropriate materials from the library or classroom collection to read or listen to for pleasure according to his/her reading level (e.g. AR) - choose a reading selection of his or her topic of interest and favorite authors; - identify and discuss the main characteristics of the major genres (poetry, fiction, nonfiction, short story, dramatic literature); - identify the elements of plot structure, including setting, character development, problem/resolution, and theme; - analyze the effects of sound and graphics to communicate mood and meaning in poetry by making relevant comments about the topic in various read-aloud grade-level appropriate literary texts; - identify different forms of figurative and descriptive language in a variety of texts.	*Advanced:* The student will: - select grade-level appropriate materials to read or listen to for pleasure, based on personal preference and reading level; - identify and compare the main characteristics of the major genres (poetry, fiction, nonfiction, short story, dramatic literature); - identify and analyze plot structure, including setting, character development, rising action, problem/resolution, and theme; - analyze the effects of sound, figurative language, alliteration, and graphics to communicate mood and meaning in poetry using grade-level appropriate literature; - analyze setting of a reading by researching clues provided by the author regarding the time and place of the story; - write a critical analysis by means of a book report to compare two or more works by the same author.

Nonfiction	**Standard**: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.
	The student will:
LA.6.2.2.1	- locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
LA.6.2.2.2	- use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order;
LA.6.2.2.3	- organize information to show understanding (i.e., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
LA.6.2.2.4	- identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and
LA.6.2.2.5	- use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
English Language Proficiency Standards	

Nonfiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
Beginning: The student will: - identify basic parts of a book or reference material, including table of contents, glossary; - identify the basic uses of reference material and the basic differences between them; - use graphic organizers to display information; - identify main idea and items in chronological order.	*Intermediate:* The student will: - identify organizational text features of books or reference materials; - identify where to find information among possible organizational text features; - use information such as important details and main idea to organize information using charts, graphs, or Venn diagrams; - chose non-fiction books to read for pleasure appropriate to age and reading level.	*Advanced:* The student will: - use text features such as table of contents and indices to locate information with accuracy; - organize information in order to summarize, paraphrase and compare and contrast using a variety of strategies, such as graphic organizers; - choose and read age and grade level appropriate non-fiction materials; - distinguish between all different types of non-fiction materials.

Grade 6: Writing Process

Prewriting	Standard: The student will use prewriting strategies to generate ideas and formulate a plan.
	The student will prewrite by:
LA.6.3.1.1	- generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests;
LA.6.3.1.2	- making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence; and
LA.6.3.1.3	- using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map).

English Language Proficiency Standards		
Beginning: The student will: - plan and generate ideas for writing drafts appropriate to the topic, audience, and purpose by brainstorming for an autobiographical paragraph that includes his/her name, age, hobbies, interests, likes and dislikes through completion of a cloze activity provided by the teacher; - create a graphic organizer based on information from brainstorming guided by the teacher; - use pictures, graphs and sentences already constructed to create storyboards to organize ideas.	*Intermediate:* The student will: - plan and generate ideas for writing drafts appropriate to the topic, audience, and purpose by creating a semantic web; - use strategies such as outlining and storyboarding to organize ideas;	*Advanced:* The student will: - plan and generate ideas for writing drafts appropriate to the topic, audience, and purpose by participating in a writers' workshop, conferencing with the teacher and other students; - use research techniques to gather ideas and / or support their own ideas in any piece of writing; - distinguish and use pre-writing strategies (for example, brainstorming, outlining, and listing) and organize information to write an autobiography, a narrative and expository text.

Drafting	Standard: The student will write a draft appropriate to the topic, audience, and purpose.

	The student will draft writing by:
LA.6.3.2.1	- developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience;
LA.6.3.2.2	- organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and
LA.6.3.2.3	- analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices.

English Language Proficiency Standards		
Beginning: The student will draft writing by: - identify main ideas from a group of sentences; - choose correct sentences from a multiple choice exercise to develop writing skills; - organize events in chronological sequence from a given group of sentences; - demonstrate an understanding of draft writing by writing a story with guided practice from the teacher.	*Intermediate:* The student will draft writing by: - identify main ideas by using a web, or other graphic organizers; - analyze ideas from a pre writing exercise to identify those important details that will shape the piece of writing; - organize events from a pre-writing activity in chronological order or order of importance to develop their essays; - choose appropriate wording to write their essays.	*Advanced:* The student will: - compile ideas based on primary and/or secondary sources appropriate to the purpose and audience; - use research to help develop own ideas and reflections, choosing an organizational pattern appropriate to the mode; - use transitional devices effectively where needed; - delete and combine sentences for fluency and clarity; - use literary devices such as flashback or foreshadowing to introduce important details.

Revising	Standard: The student will revise and refine the draft for clarity and effectiveness.

	The student will revise by:
LA.6.3.3.1	- evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
LA.6.3.3.2	- creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending);
LA.6.3.3.3	- creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
LA.6.3.3.4	- applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

English Language Proficiency Standards

Revising	Standard: The student will revise and refine the draft for clarity and effectiveness.	
Beginning: The student will revise by: - brainstorming and revising simple sentences regarding a topic or theme prompted by the teacher. - checking for capital letters and correct end punctuation - checking that the writing is on-topic - checking that sentences display correct word order	*Intermediate:* The student will revise by: - evaluating a simple draft of writing on personal and/or family experiences which is appropriate to age, development, and language proficiency levels to incorporate sources directly and indirectly into writing - refining idea development based on oral and/or written feedback provided by peer readers.	Advanced: The student will revise by: - reviewing a basic draft to incorporate sources directly and indirectly into writing, - refining idea development, including making generalizations, - developing characterization through interior monologue and description, - using specific nouns and verbs in appositives and appositive phrases for clarity and sensory detail, - connecting the conclusion to the introduction (for example, through the use of the circular ending).

Editing for Language Conventions	Standard: The student will edit and correct the draft for standard language conventions.	
	The student will edit for correct use of:	
LA.6.3.4.1	- spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;	
LA.6.3.4.2	- capitalization, including major words in titles of books, plays, movies, and television programs;	
LA.6.3.4.3	- punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources;	
LA.6.3.4.4	- the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection); and	
LA.6.3.4.5	- consistency in verb tense in simple, compound, and complex sentences.	

English Language Proficiency Standards		
Beginning: The student will edit for correct use of: - basic English words - use capital letters for first words in sentences and proper nouns. - use end punctuation	*Intermediate:* The student will edit for correct use of grammar and language conventions, including: correct spelling, capitalization, punctuation of simple, sentences	Advanced: The student edit writing for the correct use of: - grammar and language conventions, including: correct spelling, capitalization (for example, proper names, titles used with names, and words like Mom or Dad used as a name), punctuation of simple, compound, and complex sentences, including appositives and appositive phrases, punctuation of cited sources, and unnecessary shift in person or verb tense,

Publishing		Standard: The student will write a final product for the intended audience.
	The student will:	
LA.6.3.5.1	- prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);	
LA.6.3.5.2	- use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and	
LA.6.3.5.3	- share the writing with the intended audience.	
English Language Proficiency Standards		

Beginning: The student will:	*Intermediate:* The student will:	*Advanced:* The student will:
- produce basic final documents, using appropriate technology, - produce narrative and expressive papers	- to produce final documents, using appropriate technology, - produce narrative and expressive; informative and persuasive; and technical papers.	- produce final documents at a near fluent level, using appropriate technology, - produce narrative and expressive; informative and persuasive; technical papers; research reports; and critiques of literature and media summaries.

Grade 6: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.
	The student will:	
LA.6.4.1.1	- write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone; and	
LA.6.4.1.2	- write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.	
English Language Proficiency Standards		

Beginning: The student will:	*Intermediate:* The student will:	*Advanced:* The student will:
- identify the beginning, middle, and end of a grade level text - identify the basic elements of a poem and the differences between poetry and prose - compose a narrative on a topic appropriate to age and language level containing a defined beginning, middle, and ending	- identify narrative plot devices (rising action, conflict) - write narratives that contains identifiable plot devices - write narratives that contain figurative language, dialogue, or other linguistic devices - write poetry that shows rhyme and/or meter	- correctly use figurative language, such as similes and metaphors, in writing, - write text that contains major plot elements - write text that contains dialogue, figurative language, personification, and other linguistic devices - write poetry that uses rhyme and/or rhythm, and meter

Informative	Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.
	The student will:
LA.6.4.2.1	- write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
LA.6.4.2.2	- record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used;
LA.6.4.2.3	- write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs;
LA.6.4.2.4	- write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
LA.6.4.2.5	- write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.

English Language Proficiency Standards

Beginning: The student will:	Intermediate: The student will:	Advanced: The student will:
- mark locations on a map according to given directions - write basic correspondence - write essays that include a topic sentence, details, and a conclusion - take guided notes from teacher during lecture or from a book	- follow oral directions, marking locations on a map - give directions according to destination - write correspondence according to purpose following prescribed format with correct headings - write essays that explain or narrate that have a definite thesis statement, body paragraphs, and conclusion - use organizational strategies to arrange information - take notes during lectures or from movies and reading material	- give and follow directions either with or without a map - can create a map based on given directions - write correspondence according to purpose following prescribed format with correct headings - write essays containing a thesis statement with introduction, body, and conclusion paragraphs - take notes during a lecture, movie, or from reading material - use organizational aids to arrange information - write essays that explain or inform with supporting details or steps

Persuasive	Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.
	The student will:
LA.6.4.3.1	- write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and
LA.6.4.3.2	- include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).

English Language Proficiency Standards

Persuasive	Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

Beginning: The student will:	Intermediate: The student will:	Advanced: The student will:
- explain the value of an object or place - explain why someone else should value the object or place using appropriate vocabulary	- write essays that contain a topic sentence and supporting details - write essays that contain persuasive techniques - use grade level vocabulary and sentence structure	- write essays that contain a topic sentence and supporting details - write essays that contain effective persuasive techniques - use varied vocabulary and sentence structure

Grade 6: Communication

Penmanship	Standard: The student engages in the writing process and writes to communicate ideas and experiences.
LA.6.5.1.1	The student will use fluent and legible handwriting skills.

English Language Proficiency Standards		
Beginning: The student will:	Intermediate: The student will:	Advanced: The student will write a legible composition by revising and redrafting a previously written piece, with peer and/or with teacher using the writing process.
- write by filling in blanks of missing letters in words, or missing words in simple sentences to articulate complete words or sentences. - write captions for pictures that illustrate a story	- write simple sentences in legible print that used common words and that is appropriate to age, developmental and language proficiency levels, - retell in writing a complete story that includes beginning, middle and end.	

Listening and Speaking	Standard: The student effectively applies listening and speaking strategies.
	The student will:
LA.6.5.2.1	- listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details); and
LA.6.5.2.2	- deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology and supporting graphics appropriate to the situation.

English Language Proficiency Standards		
Beginning: The student will:	Intermediate: The student will:	Advanced: The student will:
- listen and gain simple information by following simple directions or commands about simple activities; - after listening to a story, respond to the story by drawing pictures and explain the drawings at the appropriate age, developmental and language proficiency levels and in terms of details that were understood, including sequence of events.	- listen and gain information by following simple directions or commands about familiar activities and procedures; - after listening to a story, respond to the story by orally giving details, and explain the drawings at the appropriate age, developmental and language proficiency levels and in terms of details that were understood, including sequence of events.	- listen and gain information for a variety of purposes, such as summarizing main ideas and supporting details, and clarifying and elaborating; - after listening to a story, demonstrate the ability to deliver a narrative and informative presentation at a near fluent level of proficiency and adjusting oral language based on situation.

Grade 6: Information and Media Literacy

Informational Text	Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.
	The student will:
LA.6.6.1.1	- explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
LA.6.6.1.2	- use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
LA.6.6.1.3	- create a technical manual or solve a problem.
English Language Proficiency Standards	

Beginning: The student will:	Intermediate: The student will:	Advanced: The student will:
- give an appropriate caption or title to a picture - draw an appropriate picture that matches a caption or title - explain orally how the student arrived at the picture or caption	- identify how text aids help in finding information - identify which text aids would be most appropriate to display certain information - answer questions from text using text aids	- draw text aids to help a reader understand text - identify which text aids are most appropriate for the information provided - explain how the student used text aids to find information

Research Process	Standard: The student uses a systematic process for the collection, processing, and presentation of information.
	The student will:
LA.6.6.2.1	- select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources;
LA.6.6.2.2	- collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details;
LA.6.6.2.3	- write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and list of sources used; and
LA.6.6.2.4	- explain and demonstrate an understanding of the importance of ethical research practices, including the need to avoid plagiarism, and know the associated consequences.
English Language Proficiency Standards	

Research Process	Standard: The student uses a systematic process for the collection, processing, and presentation of information.

Beginning: The student will:	*Intermediate:* The student will:	*Advanced:* The student will:
- explore the process of research by using appropriate computer software and demonstrating an understanding by using computer generated illustrations that relate to a topic provided by the teacher - examine evaluative criteria to select appropriate resources to conduct research by drawing, pointing, locating or given in own words where a particular piece of information can be found by identifying the source or location of the information on data; - record information into useful components by sequencing basic facts and through the use of flash cards and semantic webs.	- self-select a topic after teacher directed practice and peer tutoring, - determine questions for inquiry by using electronic data to write a short report on a given topic using a word processing software application; - examine and apply evaluative criteria to select appropriate resources to conduct research by reading two or more grade-level appropriate selection and orally identifying what is factual and/or fictional within and among the selections; - record, evaluate and organize simple information into useful components by sequencing data, facts and through the use of flash cards, semantic webbing and outlines.	- self-select a topic, determine questions for inquiry and formulate a search plan using a variety of search strategies by writing a report on a given topic using electronic data from several sources and using a word processing software application that includes information presented as graphs or charts; - examine and apply evaluative criteria (for example, purpose, organization, validity and currency) to select appropriate resources to conduct research by reading multiple grade-level appropriate selection and writing a report identifying what is factual and/or fictional within and among the selections; - assess, organize and synthesize collected information into useful components using a variety of techniques (for example, source cards, note cards, and outlines) to answer search questions.

Media Literacy	Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.

	The student will:
LA.6.6.3.1	- analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media; and
LA.6.6.3.2	- demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.

English Language Proficiency Standards		
Beginning: The student will demonstrate an understanding of accurate and factual research and the importance of producing grade level written work without use of plagiarism.	*Intermediate:* The student will: - distinguish ways that production elements affect communication by identifying examples of familiar media that contain information for specific purposes; - demonstrate an understanding of accurate and factual research and the importance of producing grade level written work without use of plagiarism.	*Advanced:* The student will: - distinguish ways that production elements (for example, graphics, color, motion, sound, and digital technology) affect communication across the media by pairing pictures or symbols with words as a reference to complete a task; - demonstrate an understanding of accurate and factual research and the importance of producing grade level written work without use of plagiarism.

Technology	Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.
	The student will:
LA.6.6.4.1	- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, online); and
LA.6.6.4.2	- determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.

English Language Proficiency Standards		
Beginning: The student will demonstrate knowledge of technology by accessing and using simple information such as pictures and graphics from electronic sources such as audio-visual, telecommunications, computers, multimedia, interactive technology.	*Intermediate:* The student will: - demonstrate ability to use word processing through use of clip art, charts, and tables - demonstrate the ability to evaluate media messages including attempts to manipulate the language, - report to the class in written or oral form using information obtained through use of technology.	*Advanced:* The student will: - demonstrate ability to use word processing through use of clip art, charts, and tables by evaluating media messages including the ability to manipulate the language - prepare and presenting an oral or written report or project which requires the use of visuals, multimedia, props, and technology.