

Language Arts/English Curriculum

Grade 6

The language arts curriculum includes objectives that support students' development in the skills of reading, writing, and oral language. These skills are developed through direct instruction, modeling by teachers, and guided practice. Teachers plan a balance of learning experiences which build upon oral language and include fiction, informational text, and use of language arts skills in other content areas.



ELA.G6

Standard 1

ANALYZE ORAL PARTICIPATION IN SMALL-GROUP ACTIVITIES

The student will analyze oral participation in small-group activities.



Benchmark 1.a

Communicate As Leader and Contributor

Communicate as leader and contributor.



Indicator 1.a.1

Ensure that all in group participate in the exchange of information

Ensure that all group members participate in the exchange of information.



Indicator 1.a.2

Use strategies that contribute to the discussion

Use strategies that contribute to the discussion.



Indicator 1.a.3

Respond to questions

Respond to questions.



Indicator 1.a.4

Relate and retell information

Relate and retell information.



Indicator 1.a.5

Contribute appropriate info during reading, writing conferences

Contribute appropriate information, suggestions, reactions, or opinions during reading and writing conferences.



Indicator 1.a.6

Work in small groups to gather info, compare writing, etc.

Work in small groups to gather information, compare writing, and prepare group presentations.



Indicator 1.a.7

Form predictions, conclusions, and opinions about content

Form predictions, conclusions, and opinions about content.



Indicator 1.a.8

Differentiate between fact and opinion in oral presentations

Differentiate between fact and opinion in oral presentations.



Indicator 1.a.9

Discuss own experiences as they relate to a topic of study

Discuss own experiences as they relate to a topic of study.

**Indicator 1.a.10****Ask appropriate questions to investigate a topic of study**

Ask appropriate questions to investigate a topic of study.

**Indicator 1.a.11****Obtain information by listening to speaker, asking probing questions**

Obtain information by listening to a speaker and asking probing questions.

**Benchmark 1.b****Evaluate Own Contributions to Discussions**

The student will evaluate own contributions to discussions.

**Indicator 1.b.1****Receive and understand feedback from the others**

Receive and understand feedback from the others.

**Indicator 1.b.2****Analyze oral participation in small-group activities**

Analyze oral participation in small-group activities.

**Benchmark 1.c****Summarize and Evaluate Group Activities**

The student will summarize and evaluate group activities.

**Indicator 1.c.1****Restate main ideas, themes discussed within a group**

Restate briefly and critically the main idea(s) or theme(s) discussed within a group.

**Indicator 1.c.2****Summarize what is heard**

Summarize what is heard.

**Benchmark 1.d****Analyze the Effectiveness of Participant Interactions**

The student will analyze the effectiveness of participant interactions.

**Indicator 1.d.1****Use checklist, rubric to evaluate participation of self and others**


Use a checklist and/or rubric to evaluate participation of self and others.


**Indicator 1.d.2****Recognize strengths, weaknesses of group in relation to criteria**


Recognize strengths and weaknesses of a group in relation to established criteria.

**Benchmark 1.e****Process What is Heard**

The student will process what is heard.

 **Indicator 1.e.1**
Focus on what is said and what is implied
Focus on what is said and what is implied.


 **Indicator 1.e.2**
Retain and rethink what is heard
Retain and rethink what is heard.


 **Indicator 1.e.3**
Infer and assimilate new ideas
Infer and assimilate new ideas.

 **ELA.G6**
Standard 2


LISTEN CRITICALLY AND EXPRESS OPINIONS IN ORAL PRESENTATIONS


The student will listen critically and express opinions in oral presentations.


 **Benchmark 2.a**
Distinguish Between Fact and Opinion
The student will distinguish between fact and opinion.


 **Indicator 2.a.1**
Take two-column notes when listening to record facts/opinions
Take two-column notes when listening to record facts/opinions.


 **Indicator 2.a.2**
Discuss fact and opinion based upon reading
Discuss fact and opinion based upon reading.

 **Benchmark 2.b**
Compare and Contrast Viewpoints
The student will compare and contrast viewpoints.

 **Indicator 2.b.1**
Take two-column notes when listening
Take two-column notes when listening to record two differing viewpoints.

 **Indicator 2.b.2**
Demonstrate an awareness of others' perspectives
Demonstrate an awareness of others' perspectives.

 **Indicator 2.b.3**
Determine the speaker's point of view
Determine the speaker's point of view.

 **Benchmark 2.c**
Present a Convincing Argument
The student will present a convincing argument.

**Indicator 2.c.1****Organize convincing arguments to include facts, statistics, etc.**

Organize convincing arguments to include facts, statistics, examples, expert authority, and logical reasoning.

**Indicator 2.c.2****Support opinions with statements from text**

Support opinions with statements from text.

**Indicator 2.c.3****Support opinions with facts or personal experience**

Support opinions with facts or personal experience.

**Indicator 2.c.4****Persuade others to modify their opinions**

Persuade others to modify their opinions.

**Benchmark 2.d****Paraphrase What is Heard**

The student will paraphrase what is heard.

**Indicator 2.d.1****Restate what others have said**

Restate what others have said.

**Benchmark 2.e****Summarize What is Heard**

The student will summarize what is heard.

**Indicator 2.e.1****Use rules and strategies for summarizing**

Use rules and strategies for summarizing, such as the following:

- delete trivia and redundancy
- substitute a general term for a list
- find or create a main idea statement

**Benchmark 2.f****Use Correct and Appropriate Language and Vocabulary**

The student will use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.

**Indicator 2.f.1****Plan and deliver an oral presentation**

Plan and deliver an oral presentation, using the following steps:

- determine topic and purpose
- identify the intended audience
- gather information
- organize the information with outlines, file cards, or graphic organizers
- create visual aids
- choose vocabulary appropriate to purpose and audience
- phrase with grammatically correct language
- practice delivery

**Indicator 2.f.2****Apply correct word usage during discussion**

Apply correct word usage during discussion.

**Indicator 2.f.3****Incorporate specific vocabulary into oral language and writing**

Incorporate specific and vivid vocabulary into oral language and writing.

**Indicator 2.f.4****Share a completed work through presentation, publication, etc.**

Share a completed work through reader's theater, informational presentation, or student-published work.

**Indicator 2.f.5****Plan, adapt presentations to meet needs, interests of audience**

Plan and adapt oral and written presentations to meet the needs, interest, and composition of a specific audience.

**Indicator 2.f.6****Consider what the audience will need to know**

Consider what the audience will need to know.

**Indicator 2.f.7****Present information gathered from a variety of sources**

Present information gathered from a variety of sources in an organized and concise manner.

**Indicator 2.f.8****Present information effectively**

Present information effectively, using the following:

- *body language and eye contact*
- *voice intonation and level*
- *pace, rhythm, and timing*
- *visual aids*

**Indicator 2.f.9****Organize, present creative dramatics, choral reading, etc.**

Organize and present creative dramatics, choral reading, and original productions.

**ELA.G6****Standard 3****READ, LEARN THE MEANINGS OF UNFAMILIAR WORDS AND PHRASES**

The student will read and learn the meanings of unfamiliar words and phrases.

**Benchmark 3.a****Identify Word Origins, Derivations, and Inflections**

The student will identify word origins, derivations, and inflections.

**Indicator 3.a.1****Combine known word parts to predict meanings of unfamiliar words**

Separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating *poly* from *polygon* and *phone* from *telephone* to predict the meaning of *polyphony*.

**Indicator 3.a.2****Notice relationships among inflected words**

Notice relationships among inflected words, such as *proceed* and *procession* or *internal* and

internalization.



Indicator 3.a.3

Apply knowledge of word parts to extend understanding of vocab

Apply knowledge of structural analysis (affixes, root words, and derivatives) to extend understanding of vocabulary.



Indicator 3.a.4

Extend understanding of related words

Extend understanding of related words, such as synonyms, antonyms, and homophones.



Benchmark 3.b

Identify Analogies and Figurative Language

The student will identify analogies and figurative language.



Indicator 3.b.1

Recognize relationships common to analogy construction

Recognize relationships common to analogy construction

- synonyms – small: little
- antonyms – up: down
- object/action – ear: hear
- source/product – tree: lumber
- part/whole – paw: dog
- animal/habitat – bee: hive



Indicator 3.b.2

Identify figurative language in text

Identify figurative language in text, including

- **simile** – figures of speech that use the words *like* or *as* to make comparisons
- **hyperbole** – intentionally exaggerated figures of speech



Indicator 3.b.3

Discuss and identify metaphors, idioms, analogies, etc.

Discuss and identify metaphors, similes, idioms, analogies, and hyperbole.



Benchmark 3.c

Use Context, Sentence Structure to Determine Meanings, Etc.

The student will use context and sentence structure to determine meanings and differentiate among multiple meanings of words.



Indicator 3.c.1

Use context clues to determine meanings of unfamiliar words

Use context clues to determine meanings of unfamiliar words in text, such as examples, restatements, and contrast.



Indicator 3.c.2

Develop understanding of new and interesting vocabulary

Develop understanding of new and interesting vocabulary from literature and content area study.



Indicator 3.c.3

Use knowledge, experience to interpret new vocab and info

Use related knowledge and experience to interpret new vocabulary and information.

**Benchmark 3.d****Use Word-Reference Materials**

The student will use word-reference materials.

**Indicator 3.d.1****Use word-reference materials, including dictionaries, etc.**

Use word reference materials, including dictionaries, thesauruses, glossaries, and online sources.

**ELA.G6****Standard 4****READ, COMPREHEND VARIETY OF FICTION, NONFICTION, POETRY**

The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.

**Benchmark 4.a****Identify the Elements of Narrative Structure**

The student will identify the elements of narrative structure, including setting, character, plot, conflict, and theme.

**Indicator 4.a.1****Understand setting as time, place, and duration in a story**

Understand setting as time, place, and duration in a story.

**Indicator 4.a.2****Understand plot**

Understand plot as

- the development of the central conflict and resolution
- the sequence of events in the story
- the writer's map for what happens, how it happens, to whom it happens, and when it happens

**Indicator 4.a.3****Understand ways to identify character traits**

Understand that character traits are revealed by

- what a character says
- what a character thinks
- what a character does
- how other characters respond to the character

**Indicator 4.a.4****Analyze the interrelationships among characters, setting, and plot**

Analyze the interrelationships among characters, setting, and plot.

**Indicator 4.a.5****Understand that fiction includes short stories, novels, drama, etc.**

Understand that fiction includes short stories, novels, folk literature, and drama.

**Indicator 4.a.6****Understand that narrative nonfiction includes biography, etc.**

Understand that narrative nonfiction includes autobiography, biography, and personal essay.

**Indicator 4.a.7****Analyze character traits and character and plot development**

Analyze character traits and character and plot development.

**Indicator 4.a.8****Discuss, respond to conflict, theme, etc. found in a story**

Discuss and respond to the conflict, underlying message, or theme found in a story.

**Indicator 4.a.9****Compare and contrast elements of narrative structure**

Compare and contrast elements of narrative structure.

**Indicator 4.a.10****Apply knowledge of various forms of literature**

Apply knowledge of the characteristics of various forms of literature when planning for reading or writing.

**Benchmark 4.b****Use Knowledge of Narrative Structures to Aid Comprehension**

The student will use knowledge of narrative and poetic structures to aid comprehension and predict outcomes.

**Indicator 4.b.1****Recognize author's use of simile and hyperbole**

Recognize an author's use of simile (figures of speech that use the words *like* or *as* to make comparisons) and hyperbole (intentionally exaggerated figures of speech).

**Indicator 4.b.2****Recognize poetic elements in prose and poetry**

Recognize poetic elements in prose and poetry, including

- **rhyme** – recurring identical or similar final word sounds within or at the ends of lines of verse, e.g., *farm/harm*
- **rhythm** – the recurring pattern of strong and weak syllabic stresses
- **repetition** – repeated use of sounds, words, or ideas for effect and emphasis
- **alliteration** – repetition of initial sounds, e.g., *picked a peck of pickled peppers*
- **onomatopoeia** – the use of a word whose sound suggests its meaning, e.g., *buzz*

**Indicator 4.b.3****Identify characteristics of free verse, rhyme and patterned poetry**

Identify the characteristics of free verse and rhymed and patterned poetry, including haiku, limerick, and ballad.

**Indicator 4.b.4****Develop an understanding of author's craft**

Develop an understanding of author's craft

- *repetition, rhythm, rhyme*
- *dialogue and formal, informal, and figurative language*
- *imagery, onomatopoeia, and alliteration*
- *leads and endings*

**Benchmark 4.c****Describe the Images Created by Language**

The student will describe the images created by language.

**Indicator 4.c.1****Discuss words to create imagery**

Discuss words to create imagery (visual, sound, smell, taste, or touch impressions).

**Benchmark 4.d****Describe How Word Choice, Imagery Contribute to Meaning of Text**

The student will describe how word choice and imagery contribute to the meaning of a text.

**Indicator 4.d.1****Notice an author's craft, including language patterns, imagery, etc.**

Notice an author's craft, including use of language patterns, sentence variety, vocabulary, imagery, and figurative language.

**Indicator 4.d.2****Use knowledge of point of view, imagery, etc. to extend understanding**

Use knowledge of point of view, figurative language, imagery, and flashback to extend understanding of what was read.

**Benchmark 4.e****Describe Cause-Effect Relationships and Their Impact on Plot**

The student will describe cause-effect relationships and their impact on plot.

**Indicator 4.e.1****Use graphic organizers that illustrate cause-effect relationships**

Use graphic organizers, such as flow charts or story maps, to record plot elements that illustrate cause-and-effect relationships and plot development.

**Benchmark 4.f****Use Info in Text to Draw Conclusions and Make Inferences**

The student will use information stated explicitly in the text to draw conclusions and make inferences.

**Indicator 4.f.1****Use graphic organizers to record clues, inferences, and conclusions**

Use graphic organizers, such as "It says...I say," to record clues in the text and inferences or conclusions made by the reader as a result of those clues.

**Indicator 4.f.2****Discuss conclusions and inferences based upon reading**

Discuss conclusions and inferences based upon reading.

**Benchmark 4.g****Explain How Character, Plot Support Conflict or Story Line**

The student will explain how character and plot development are used in a selection to support a central conflict or story line.

**Indicator 4.g.1****Understand internal and external conflicts in stories**

Understand internal and external conflicts in stories, including internal conflicts within characters, external conflicts between characters, and changes in characters as a result of conflicts and resolutions in the plot.

**Indicator 4.g.2****Use graphic organizers to record changes in characters**

Use graphic organizers, such as two-column notes and Venn diagrams, to record changes in characters as a result of incidents in the plot.

 **Benchmark 4.h****Paraphrase and Summarize the Main Points in the Text**

The student will paraphrase and summarize the main points in the text.

 **Indicator 4.h.1****Use strategies for summarizing**

Use strategies for summarizing, such as story maps and Somebody...Wanted...But...So.

 **Indicator 4.h.2****Make decisions about important, less important, and irrelevant info**

Make decisions about important, less important, and irrelevant information.

 **Benchmark 4.i****Share and Discuss Literature**

The student will share and discuss literature.

 **Indicator 4.i.1****Form and share opinions about format, content, genre, and style**

Form and share opinions about format, content, genre, and style.

 **Indicator 4.i.2****Elicit recommendations, opinions from peers about books, etc.**

Elicit recommendations and opinions from peers about books, authors, and types of literature.

 **Indicator 4.i.3****Discuss strategies to solve problems encountered while reading, etc.**

Discuss alternative strategies to solve problems encountered while reading or writing.

 **Indicator 4.i.4****Discuss lit that portrays different cultures, historical periods**

Discuss literature that portrays different cultures or historical periods.

 **Indicator 4.i.5****Use criteria to identify good literature**

Use criteria to identify good literature.

 **Indicator 4.i.6****Contribute appropriate ideas in reading, writing conferences**

Contribute appropriate ideas and suggestions during reading and writing conferences.

 **Indicator 4.i.7****Analyze the author's purpose**

Analyze the author's purpose.

 **Benchmark 4.j****Apply Reading Strategies**

The student will apply reading strategies.

 **Indicator 4.j.1****Describe strategies used to solve reading or writing problems**

Describe strategies used to solve reading or writing problems.



Indicator 4.j.2

Make connections between what is known, what is heard, read, etc.

Make connections between what is already known and what is heard, read, or viewed.



Indicator 4.j.3

Realize when understanding is not occurring

Realize when understanding is not occurring.



Indicator 4.j.4

Return to text to verify and clarify information

Return to text to verify and clarify information.



Indicator 4.j.5

Discuss, apply strategies to solve problems when reading

Discuss and apply appropriate strategies to solve problems when reading, such as rereading, stopping and reviewing, thinking about what is already known about a topic, and adjusting reading rate when necessary.



ELA.G6

Standard 5

READ, DEMONSTRATE COMPREHENSION OF INFO SELECTIONS

The student will read and demonstrate comprehension of a variety of informational selections.



Benchmark 5.a

Identify Questions to be Answered

The student will identify questions to be answered.



Indicator 5.a.1

Activate prior knowledge before reading

Activate prior knowledge before reading by use of small-group or whole-class discussion, anticipation guides, and preview of key vocabulary.



Indicator 5.a.2

Pose questions prior to and during the reading process

Pose questions prior to and during the reading process based on text features such as boldface and/or italics type, type set in color, vocabulary, graphics or photographs, and headings and subheadings.



Indicator 5.a.3

Determine a research topic and questions related to a unit of study

Determine a research topic and questions related to a unit of study.



Indicator 5.a.4

Use features of information text such as headings, graphics, etc.

Use features of information text such as headings, graphics, captions, and type style.



Indicator 5.a.5

Interpret and use information found in maps, diagrams, graphs, etc.

Interpret and use information found in maps, diagrams, graphs, time lines, and tables.



Indicator 5.a.6

Ask appropriate questions to investigate a topic of study

Ask appropriate questions to investigate a topic of study.

**Benchmark 5.b****Make, Confirm, or Revise Predictions**

The student will make, confirm, or revise predictions.

**Indicator 5.b.1****Predict and then read to validate or revise the prediction(s)**

Predict and then read to validate or revise the prediction(s).

**Indicator 5.b.2****Use predictions to increase understanding when reading**

Use original and revised predictions to increase understanding when reading.

**Benchmark 5.c****Use Context to Determine Meanings of Unfamiliar Words, Etc.**

The student will use context to determine meanings of unfamiliar words and technical vocabulary.

**Indicator 5.c.1****Identify clue words to unlock meaning of unfamiliar, technical words**

Identify clue words and phrases that help unlock meaning of unfamiliar and technical terms.

**Indicator 5.c.2****Use knowledge, experiences to interpret new vocab and info**

Use related knowledge and experience to interpret new vocabulary and information.

**Benchmark 5.d****Draw Conclusions, Make Inferences Based on Information**

The student will draw conclusions and make inferences based on explicit and implied information.

**Indicator 5.d.1****Remember details, facts in order to arrive at a conclusion**

Comprehend, record, and remember details and/or facts in order to arrive at a conclusion or generalization.

**Indicator 5.d.2****Analyze and evaluate information**

Analyze and evaluate information.

**Benchmark 5.e****Organize the Main Idea and Details to Form a Summary**

The student will organize the main idea and details to form a summary.

**Indicator 5.e.1****Recognize common patterns of organizing text**

Recognize common patterns of organizing text

- chronological or sequential
- comparison/contrast
- cause-and-effect
- problem-solution
- generalization or principle

**Indicator 5.e.2****Use strategies and rules for summarizing**

Use strategies and rules for summarizing, such as the following:

- delete trivia and redundancy
- substitute a general term for a list
- find or create a main idea statement

**Indicator 5.e.3****Determine and use sequencing when reading or writing**

Determine and use the sequence of ideas, events, or directions when reading or writing.

**Indicator 5.e.4****Make decisions about importance of information**

Make decisions about important, less important, and irrelevant information.

**Indicator 5.e.5****Organize information using variety of methods**

Organize information by sequencing, summarizing, and using a variety of graphic organizers.

**Benchmark 5.f****Compare, Contrast Info on One Topic in Different Selections**

The student will compare and contrast information about one topic contained in different selections.

**Indicator 5.f.1****Use graphic organizers to show similarities and differences**

Use graphic organizers to show similarities and differences in the information found in several sources about the same topic.

**Indicator 5.f.2****Compare, contrast info on historical events in fiction, nonfiction**

Compare and contrast information about historical events based on reading of fiction and nonfiction.

**Benchmark 5.g****Select Informational Sources Appropriate for a Given Purpose**

The student will select informational sources appropriate for a given purpose.


**Indicator 5.g.1****Understand and use variety of references available**

Understand and use the references available in the classroom, school, and public libraries, including

- general and specialized dictionaries
- thesauruses
- atlases and globes
- general and specialized encyclopedias
- directories
- general and specialized (or subject-specific) databases
- Internet resources, as appropriate for school use


**Indicator 5.g.2****Gather info, develop summary notes from variety of sources**


Gather information and develop summary notes from a variety of sources, including interviews.

-  **Indicator 5.g.3**
Identify sources of information
Identify sources of information.
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 **ELA.G6**
Standard 6
WRITE NARRATIVES, DESCRIPTIONS, AND EXPLANATIONS
The student will write narratives, descriptions, and explanations.


-  **Benchmark 6.a**
Use a Variety of Planning Strategies to Generate, Organize Ideas
The student will use a variety of planning strategies to generate and organize ideas.


-  **Indicator 6.a.1**
Use selected prewriting techniques
Use selected prewriting techniques, such as brainstorming, webbing, mapping, clustering, listing, organizing graphically, questioning, and outlining.


-  **Indicator 6.a.2**
Organize information read, heard, or viewed
Organize information read, heard, or viewed using a variety of graphic organizers or a database.


-  **Indicator 6.a.3**
Use graphic aids to support informational writing
Use diagrams and other graphic aids to support informational writing.


-  **Indicator 6.a.4**
Apply knowledge of forms of lit when planning for reading, writing
Apply knowledge of the characteristics of various forms of literature when planning for reading or writing.
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-  **Benchmark 6.b**
Establish Central Idea, Organization, Elaboration, and Unity
The student will establish central idea, organization, elaboration, and unity.

-  **Indicator 6.b.1**
Elaborate to give detail, add depth, and continue the flow of an idea
Elaborate to give detail, add depth, and continue the flow of an idea.

-  **Indicator 6.b.2**
Organize ideas into paragraphs
Organize ideas into paragraphs.

-  **Indicator 6.b.3**
Focus on a central idea or one aspect of a topic
Focus on a central idea or one aspect of a topic
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-  **Benchmark 6.c**
Select Vocab, Info to Enhance Central Idea, Tone, and Voice
The student will select vocabulary and information to enhance the central idea, tone, and voice.

**Indicator 6.c.1****Use vivid, precise language to enhance central idea, etc. in writing**

Use vivid and precise language to enhance the central idea, tone, and voice in writing.

**Indicator 6.c.2****Find synonyms for overused words**

Find synonyms for over used words.

**Benchmark 6.d****Expand, Embed Ideas by Using Modifiers, Conjunctions**

The student will expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.

**Indicator 6.d.1****Incorporate variety into sentences using conjunctions**

Incorporate variety into sentences, using appropriate

- **coordination** – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions
- **subordination** – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions

**Indicator 6.d.2****Vary sentence structure, type, and length and word order**

Vary sentence structure, type, and length and word order.

**Indicator 6.d.3****Combine sentences when revising**

Combine sentences when revising.

**Benchmark 6.e****Revise Writing for Clarity**

The student will revise writing for clarity.

**Indicator 6.e.1****Understand steps involved in revising to improve a draft**

Understand that revising to improve a draft includes rereading, reflecting, rethinking, rewriting.

**Indicator 6.e.2****Incorporate discussion of intended audience during writing conferences**

Incorporate discussion of intended audience during writing conferences.

**Indicator 6.e.3****Revise to capture the reader's interest**

Revise to capture the reader's interest.

**Indicator 6.e.4****Make written revisions of content by adding, deleting, etc.**

Make written revisions of content by adding, deleting, substituting, or reorganizing information.

**Indicator 6.e.5****Revise for clarity based on rereading, info from writing conferences**

Revise for clarity based on rereading own writing and information from writing conferences.

**ELA.G6****Standard 7****EDIT WRITING FOR CORRECT GRAMMAR, CAPITALIZATION, ETC.**

The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.

**Benchmark 7.a****Use Variety of Graphic Organizers to Improve Sentences, Paragraphs**

The student will use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.

**Indicator 7.a.1****Diagram simple sentences with prepositional phrases**

Diagram simple sentences with prepositional phrases.

**Indicator 7.a.2****Avoid coordinating conjunctions at beginning of sentences**

Avoid using coordinating conjunctions at the beginning of a sentence, e.g., *and*, *so*.

**Indicator 7.a.3****Edit to correct for excessive coordination**

Edit to correct for excessive coordination, e.g., "I opened the door and the dog went out and he chased the cat and then he came back inside."

**Indicator 7.a.4****Identify all eight parts of speech**

Identify all eight parts of speech.

**Benchmark 7.b****Use Subject-Verb Agreement with Intervening Phrases and Clauses**

The student will use subject-verb agreement with intervening phrases and clauses.

**Indicator 7.b.1****Use correct subject-verb agreement**

Use singular verbs with singular subjects and plural verbs with plural subjects, e.g., *The driver of the bus full of children drives very carefully. The students in the class discuss many topics.*

**Benchmark 7.c****Use Pronoun-Antecedent Agreement to Include Indefinite Pronouns**

The student will use pronoun-antecedent agreement to include indefinite pronouns.

**Indicator 7.c.1****Use first person pronouns appropriately in compound subjects, objects**

Use first person pronouns appropriately in compound subjects and objects, e.g., *John and I went to the store. Mother gave presents to Jim and me.*

**Benchmark 7.d****Maintain Consistent Tense Inflections Across Paragraphs**

The student will maintain consistent tense inflections across paragraphs.

Indicator 7.d.1

**Maintain consistent verb tense within sentences and paragraphs**

Maintain a consistent verb tense within sentences and throughout and across paragraphs.

**Benchmark 7.e****Choose Adverbs to Describe Verbs, Adjectives, and Other Adverbs**

The student will choose adverbs to describe verbs, adjectives, and other adverbs.

**Indicator 7.e.1****Choose adjectives and adverbs appropriately**

Choose adjectives and adverbs appropriately, e.g., *He is a good student. He does really well in all his studies.*

**Benchmark 7.f****Use Correct Spelling for Frequently Used Words**

The student will use correct spelling for frequently used words.

**Indicator 7.f.1****Use reference sources to select correct spelling and usage**

Use reference sources to select the correct spelling and usage of such words as *their, there, and they're*.

**Indicator 7.f.2****Spell common words correctly, use correct homophones**

Spell common words correctly, using correct homophones, and applying spelling generalizations.

**Benchmark 7.g****Use Correct Capitalization and Punctuation**

The student will use correct capitalization and punctuation.

**Indicator 7.g.1****Use complete sentences with appropriate punctuation**

Use complete sentences with appropriate punctuation.

**Indicator 7.g.2****Avoid comma splices and fused sentences**

Avoid comma splices and fused sentences.

**Indicator 7.g.3****Capitalize language classes or classes followed by a number**

*Capitalize language classes or classes followed by a number, e.g., *French, Algebra II.**

**Indicator 7.g.4****Capitalize mom and dad when appropriate**

*Capitalize mom and dad only when those titles replace names or are used as proper nouns, e.g., *My mom told me to go to bed, and I replied, "No, Mom, I don't want to."**

**Indicator 7.g.5****Punctuate and format dialogue**

Punctuate and format dialogue.

**Indicator 7.g.6**

Hyphenate words correctly when split at end of lines

Hyphenate words between syllables when they must be split at the ends of lines.

**Indicator 7.g.7****Understand the use of the apostrophe for contractions, possessives**

Understand the use of the apostrophe for contractions and possessives.

**Indicator 7.g.8****Edit for commas in dates, a series, parts of a letter, etc.**

Edit for commas in dates, a series, parts of a letter, and with interrupters.

**Benchmark 7.h****Develop Handwriting**

The student will develop handwriting.

**Indicator 7.h.1****Write legibly in manuscript and cursive form**

Write legibly in manuscript and cursive form.

**ELA.G6****Standard 8****READ, WRITE REGULARLY, BOTH INDEPENDENTLY, COLLABORATIVELY**

The student will read and write regularly, both independently and collaboratively.

**Benchmark 8.a****Initiate Reading and Writing as Independent Activities**

The student will initiate reading and writing as independent activities.

**Indicator 8.a.1****Pursue topics of interest through reading or writing**

Pursue topics of interest through reading or writing.

**Indicator 8.a.2****Gather ideas for writing in a writer's notebook**

Gather ideas for writing in a writer's notebook.

**Indicator 8.a.3****Maintain a reading log that reflects reading from a range of genres**

Maintain a reading log that reflects reading from a range of genres.

**Indicator 8.a.4****Use time productively during reading and writing workshop**

Use time productively during reading and writing workshop.

**Indicator 8.a.5****Use available time to read and write beyond what is assigned**

Use available time to read and write beyond what is assigned.

**Indicator 8.a.6****Assess own interests, attitudes, learning needs, and progress**

Assess own interests, attitudes, learning needs, and progress.

**Indicator 8.a.7****Establish reading, writing goals and realize when goals are met**

Establish and adjust reading and writing goals and realize when goals have been met.

**Indicator 8.a.8****Read self-selected literature each for enjoyment**

Read self-selected literature each day (fiction and nonfiction) for enjoyment.

**Benchmark 8.b****Collaborate with Others for a Variety of Reading, Writing Purposes**

The student will collaborate with others for a variety of reading and writing purposes.

**Indicator 8.b.1****Share self-initiated writing with peers**

Share self-initiated writing with peers.

**Indicator 8.b.2****Seek opinions and use suggestions from peers when revising**

Seek opinions and use suggestions from peers when revising.

**Indicator 8.b.3****Work with others to find, share info related to a topic of study**

Work with a small group to find, organize, or share information related to a topic of study.