

Virtual Learning Academy
Jefferson County Educational Service Center
Academic Content Standards
English 06

Grade 6 Language Arts

Lesson 1—Spelling, Punctuation, & Capitalization

Spelling, Punctuation, & Capitalization

Standard Benchmark and Indicator
S03. Writing Conventions
A. Use correct spelling conventions. (05-07)
01. Spell frequently misspelled and high-frequency words correctly. (06)
B. Use conventions of punctuation and capitalization in written work. (05-07)
02. Use commas, end marks, apostrophes and quotation marks correctly. (06)
03. Use semicolons, colons, hyphens, dashes and brackets. (06)
04. Use correct capitalization. (06)

Grade 6 Language Arts

Lesson 2—Parts of Speech

Parts of Speech

Standard Benchmark and Indicator
S03. Writing Conventions
C. Use grammatical structures to effectively communicate ideas in writing. (05-07)
05. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). (06)
06. Use verbs, including perfect tenses, transitive and intransitive verbs and linking verbs. (06)
07. Use nominative, objective, possessive, indefinite and relative pronouns. (06)
08. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases. (06)
S05. Communications: Oral and Visual
A. Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media. (05-07)
01. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact). (06)
B. Explain a speaker's point of view and use of persuasive techniques in presentations and visual media. (05-07)
03. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade). (06)

Grade 6 Language Arts
Lesson 3—Context Clues

Context Clues

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
A. Use context clues and text structures to determine the meaning of new vocabulary. (04-07)
01. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example. (06)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension. (04-07)
07. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (06)

Grade 6 Language Arts
Lesson 4—Comprehension Strategies

Comprehension Strategies

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. (04-07)
01. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems. (06)
D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension. (04-07)
07. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (06)

Grade 6 Language Arts
Lesson 5—Comprehension Strategies, Summarizing

Comprehension Strategies, Summarizing

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. (04-07)
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). (06)

B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas. (04-07)

04. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions. (06)

D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension. (04-07)

07. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (06)

Grade 6 Language Arts

Lesson 6—Metaphors, Similes & Narrative Writing

Metaphors, Similes & Narrative Writing

Standard Benchmark and Indicator

S02. Acquisition of Vocabulary

B. Infer word meaning through identification and analysis of analogies and other word relationships. (04-07)

04. Interpret metaphors and similes to understand new uses of words and phrases in text. (06)

S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension. (04-07)

07. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (06)

08. List questions and search for answers within the text to construct meaning. (06)

S02. Writing Applications

A. Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view. (05-07)

01. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting. (06)

Grade 6 Language Arts

Lesson 7—Comprehension Strategies-Phonemic Awareness

Comprehension Strategies-Phonemic Awareness

Standard Benchmark and Indicator

S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

C. Make meaning through asking and responding to a variety of questions related to text. (04-07)

06. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and

visual media. (06)
D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension. (04-07)
07. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (06)
08. List questions and search for answers within the text to construct meaning. (06)
S01. Writing Processes
A. Generate writing topics and establish a purpose appropriate for the audience. (05-07)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (06)

Grade 6 Language Arts

Lesson 8—Reflective Writing and Research Paper

Reflective Writing and Research Paper

Standard Benchmark and Indicator
S04. Reading Applications: Informational, Technical and Persuasive Text
D. Identify arguments and persuasive techniques used in informational text. (04-07)
07. Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform. (06)
S05. Reading Applications: Literary Text
B. Analyze the importance of setting. (04-07)
02. Identify the features of setting and explain their importance in literary text. (06)
S02. Writing Applications
B. Write responses to literature that extend beyond the summary and support judgments through references to the text. (05-07)
02. Write responses to novels, stories, poems and plays that provide an interpretation, critique or reflection and support judgments with specific references to the text. (06)

Grade 6 Language Arts

Lesson 9—Research, Reference Materials

Research, Reference Materials

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. (04-07)
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). (06)
D. Apply self-monitoring strategies to clarify confusion about text and to monitor

comprehension. (04-07)
07. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (06)
S04. Reading Applications: Informational, Technical and Persuasive Text
A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information. (04-07)
01. Use text features such as chapter titles, headings and subheadings; parts of books, including index, appendix, table of contents and online tools (search engines) to locate information. (06)
C. Explain how main ideas connect to each other in a variety of sources. (04-07)
03. Compare and contrast important details about a topic, using different sources of information including books, magazines, newspapers and online resources. (06)
E. Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic. (04-07)
08. Summarize information from informational text, identifying the treatment, scope and organization of ideas. (06)
S01. Writing Processes
A. Generate writing topics and establish a purpose appropriate for the audience. (05-07)
02. Conduct background reading, interviews or surveys when appropriate. (06)
S04. Research
A. Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information. (05-07)
01. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information. (06)
B. Locate and summarize important information from multiple sources. (05-07)
02. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). (06)
C. Organize information in a systemic way. (05-07)
04. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables, graphic organizers). (06)

Grade 6 Language Arts

Lesson 10--Prewriting, Thesis Statement, Outlining

Prewriting, Thesis Statement, Outlining

Standard Benchmark and Indicator
S01. Writing Processes
A. Generate writing topics and establish a purpose appropriate for the audience. (05-07)
03. Establish a thesis statement for informational writing or a plan for narrative writing. (06)
B. Determine audience and purpose for self-selected and assigned writing tasks. (05-07)
04. Determine a purpose and audience. (06)
C. Clarify ideas for writing assignments by using graphics or other organizers. (05-07)
05. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing. (06)
S04. Research

B. Locate and summarize important information from multiple sources. (05-07)
03. Identify elements of validity in sources including publication date, coverage, language, points of view, and discuss primary and secondary sources. (06)
C. Organize information in a systemic way. (05-07)
05. Compare and contrast important findings and select sources to support central ideas, concepts and themes. (06)

Grade 6 Language Arts

Lesson 11—Research, The Writing Process, Informational Writing

Research, The Writing Process, Informational Writing

Standard Benchmark and Indicator
S01. Writing Processes
D. Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices. (05-07)
06. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details. (06)
07. Vary simple, compound and complex sentence structures. (06)
08. Group related ideas into paragraphs including topic sentences following paragraph form, and maintain a consistent focus across paragraphs. (06)
09. Vary language and style as appropriate to audience and purpose. (06)
10. Use available technology to compose text. (06)
S02. Writing Applications
D. Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations. (05-07)
04. Write informational essay or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose, audience and context. (06)
S04. Research
D. Acknowledge quoted and paraphrased information and document sources used. (05-07)
06. Use quotations to support ideas. (06)
07. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited). (06)
E. Communicate findings orally, visually and in writing or through multimedia. (05-07)
08. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question. (06)

Grade 6 Language Arts

Lesson 12—Synonyms & Antonyms

Synonyms & Antonyms

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
B. Infer word meaning through identification and analysis of analogies and other

word relationships. (04-07)
03. Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words. (06)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas. (04-07)
02. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text. (06)
C. Make meaning through asking and responding to a variety of questions related to text. (04-07)
06. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (06)
D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension. (04-07)
07. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (06)

Grade 6 Language Arts
Lesson 13—Suffixes & Prefixes

Suffixes & Prefixes

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
E. Use knowledge of roots and affixes to determine the meanings of complex words. (04-07)
06. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words. (06)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension. (04-07)
07. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (06)

Grade 6 Language Arts
Lesson 14—Comprehension Strategies

Comprehension Strategies - Answer Literal

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

C. Make meaning through asking and responding to a variety of questions related to text. (04-07)
06. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (06)
D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension. (04-07)
07. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (06)

Grade 6 Language Arts

Lesson 15—Research, Writing Process, Informational Writing

Research, Writing Process, Informational Writing

Standard Benchmark and Indicator
S01. Writing Processes
D. Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices. (05-07)
11. Reread and analyze clarity of writing. (06)
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose. (06)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning. (06)
E. Select more effective vocabulary when editing by using a variety of resources and reference materials. (05-07)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary. (06)
F. Edit to improve fluency, grammar and usage. (05-07)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons. (06)
G. Apply tools to judge the quality of writing. (05-07)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (06)
S02. Writing Applications
D. Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations. (05-07)
04. Write informational essay or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose, audience and context. (06)

Grade 6 Language Arts

Lesson 16—Research Paper, Publication

Research Paper, Publication

Standard Benchmark and Indicator

S01. Writing Processes
H. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (05-07)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (06)

Grade 6 Language Arts
Lesson 17—Speaking Skills

Speaking Skills

Standard Benchmark and Indicator
S05. Communications: Oral and Visual
C. Vary language choice and use effective presentation techniques, including voice modulation and enunciation. (05-07)
05. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. (06)
06. Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas. (06)
07. Adjust speaking content and style according to the needs of the situation, setting and audience (06)
D. Select an organizational structure appropriate to the topic, audience, setting and purpose. (05-07)
08. Deliver informational presentations (e.g., expository, research) that: (06)
08. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and (06)
08. draw from multiple sources and identify sources used. (06)
08. demonstrate an understanding of the topic and present events or ideas in a logical sequence; (06)
08. support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes; (06)
08. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast); (06)

Grade 6 Language Arts
Lesson 19—Comprehension Strategies

Comprehension Strategies - Word Recognition & Fluency

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
F. Use multiple resources to enhance comprehension of vocabulary. (04-07)
08. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars. (06)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension. (04-07)
07. Monitor own comprehension by adjusting speed to fit the purpose, or by

skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (06)

Grade 6 Language Arts
Lesson 21—Connotation & Denotation

Connotation & Denotation

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
C. Apply knowledge of connotation and denotation to learn the meanings of words. . (04-07)
02. Apply knowledge of connotation and denotation to determine the meaning of words. (06)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
C. Make meaning through asking and responding to a variety of questions related to text. (04-07)
06. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (06)
D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension. (04-07)
07. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (06)

Grade 6 Language Arts
Lesson 22—Persuasive Essay

Persuasive Essay

Standard Benchmark and Indicator
S02. Writing Applications
E. Use persuasive strategies, including establishing a clear position in support of a proposition or a proposal with organized and relevant evidence. (05-07)
05. Write persuasive essays that establish a clear position and include organized and relevant information to support ideas. (06)

Grade 6 Language Arts
Lesson 23—Symbols, Acronyms, Business Letters

Symbols, Acronyms, Business Letters

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
D. Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words. (04-07)
07. Identify symbols and acronyms and connect them to whole words. (06)
S02. Writing Applications
C. Produce letters (e.g., business, letters to the editor, job applications) that address audience needs, stated purpose and context in a clear and efficient manner. (05-07)
03. Write letters that state the purpose, make requests or give compliments and use business letter format. (06)

Grade 6 Language Arts

Lesson 24—Words from Other Languages

Words from Other Languages

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
D. Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words. (04-07)
05. Recognize and use words from other languages that have been adopted into the English language. (06)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. (04-07)
01. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems. (06)
09. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). (06)
D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension. (04-07)
07. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (06)

Grade 6 Language Arts

Lesson 25—Graphic Organizing, Journal Writing

Graphic Organizing, Journal Writing

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. (04-07)
01. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems. (06)

05. Select, create and use graphic organizers to interpret textual information. (06)
C. Make meaning through asking and responding to a variety of questions related to text. (04-07)
06. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (06)
S02. Writing Applications
A. Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view. (05-07)
06. Produce informal writings (e.g., journals, notes and poems) for various purposes. (06)

Grade 6 Language Arts Lesson 26—Diagrams

Diagrams

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. (04-07)
01. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems. (06)
C. Make meaning through asking and responding to a variety of questions related to text. (04-07)
06. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (06)
S04. Reading Applications: Informational, Technical and Persuasive Text
A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information. (04-07)
05. Analyze information found in maps, charts, tables, graphs diagrams and cutaways. (06)

Grade 6 Language Arts Lesson 27—Facts, Opinions, Causes & Effects

Facts, Opinions, Causes & Effects

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. (04-07)
01. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems. (06)
C. Make meaning through asking and responding to a variety of questions related

to text. (04-07)
06. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (06)
S04. Reading Applications: Informational, Technical and Persuasive Text
B. Recognize the difference between cause and effect and fact and opinion to analyze text. (04-07)
02. Analyze examples of cause and effect and fact and opinion. (06)

Grade 6 Language Arts
Lesson 28—Journal Writing

Journal Writing

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. (04-07)
01. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems. (06)
05. Select, create and use graphic organizers to interpret textual information. (06)
D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension. (04-07)
07. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (06)
S02. Writing Applications
A. Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view. (05-07)
06. Produce informal writings (e.g., journals, notes and poems) for various purposes. (06)

Grade 6 Language Arts
Lesson 29—Journal Writing & Summarizing

Journal Writing & Summarizing

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. (04-07)
01. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems. (06)
05. Select, create and use graphic organizers to interpret textual information. (06)
D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension. (04-07)
07. Monitor own comprehension by adjusting speed to fit the purpose, or by

skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (06)
S02. Writing Applications
A. Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view. (05-07)
06. Produce informal writings (e.g., journals, notes and poems) for various purposes. (06)
S05. Communications: Oral and Visual
A. Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media. (05-07)
02. Summarize the main idea and draw conclusions from presentations and visual media. (06)

Grade 6 Language Arts Lesson 30--Comparison

Comparison

Standard Benchmark and Indicator
S04. Reading Applications: Informational, Technical and Persuasive Text
F. Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text. (04-07)
04. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text. (06)

Grade 6 Language Arts Lesson 31—Characterization, Mood, Meaning

Characterization, Mood, Meaning

Standard Benchmark and Indicator
S05. Reading Applications: Literary Text
A. Describe and analyze the elements of character development. (04-07)
01. Analyze the techniques authors use to describe characters, including narrator or other characters' point of view; character's own thoughts, words or actions. (06)
C. Identify the elements of plot and establish a connection between an element and a future event. (04-07)
03. Identify the main and minor events of the plot, and explain how each incident gives rise to the next. (06)
G. Explain how figurative language expresses ideas and conveys mood. (04-07)
07. Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax. (06)

Grade 6 Language Arts
Lesson 32—Descriptive Speech

Descriptive Speech

Standard Benchmark and Indicator
S05. Communications: Oral and Visual
F. Give presentations using a variety of delivery methods, visual materials and technology. (05-07)
09. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details. (06)

Grade 6 Language Arts
Lesson 33—Critical Comparisons

Critical Comparisons

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas. (04-07)
03. Make critical comparisons across texts, noting author's style as well as literal and implied content of text. (06)
S04. Reading Applications: Informational, Technical and Persuasive Text
D. Identify arguments and persuasive techniques used in informational text. (04-07)
06. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used. (06)

Grade 6 Language Arts
Lesson 34—Points of View, Voice

Points of View, Voice

Standard Benchmark and Indicator
S05. Reading Applications: Literary Text
D. Differentiate between the points of view in narrative text. (04-07)
04. Explain first, third and omniscient points of view, and explain how voice affects the text. (06)
F. Identify similarities and differences of various literary forms and genres. (04-07)
06. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction. (06)

Grade 6 Language Arts
Lesson 35—Theme, Persuasive Techniques

Theme, Persuasive Techniques

Standard Benchmark and Indicator
S05. Reading Applications: Literary Text
E. Demonstrate comprehension by inferring themes, patterns and symbols. (04-07)
05. Identify recurring themes, patterns and symbols found in literature from different eras and cultures. (06)
S05. Communications: Oral and Visual
B. Explain a speaker's point of view and use of persuasive techniques in presentations and visual media. (05-07)
04. Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages. (06)

Grade 6 Language Arts
Lesson 36—Persuasive Speech & Final Exam

Persuasive Speech & Final Exam

Standard Benchmark and Indicator
S05. Communications: Oral and Visual
F. Give presentations using a variety of delivery methods, visual materials and technology. (05-07)
10. Deliver persuasive presentations that: (06)
10. establish a clear position; (06)
10. include relevant evidence to support position and to address potential concerns of listeners; and (06)
10. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution). (06)