

Correlation of
Seeds of Science/Roots of Reading[®]
Integrated Science and Literacy Units

Light Energy
Weather and Water
Variation and Adaptation
Digestion and Body Systems
Planets & Moons
Aquatic Ecosystems
Models of Matter
Chemical Changes

with the State of Maryland
English Language Arts Standards
for Grade 6
Created April 2009



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Maryland English/Language Arts Standards – 6th Grade

Maryland English/Language Arts Standards – 6 th Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical
Reading												
Standard 1.0 General Reading Processes												
C. Fluency -Students will read orally with accuracy and expression at a rate that sounds like speech.												
1. Read orally at an appropriate rate												
a. Read familiar text at a rate that is conversational and consistent					●	●	●	●	●	●	●	●
2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression												
a. Apply knowledge of word structures and patterns to read with automaticity					●	●	●	●	●	●	●	●
b. Demonstrate appropriate use of phrasing * Attend to sentence patterns and structures that signal meaning in text * Use punctuation cues to guide meaning and expression * Use pacing and intonation to convey meaning and expression * Adjust intonation and pitch appropriately					●	●	●	●	●	●	●	●
c. Increase sight words read fluently					●	●	●	●	●	●	●	●
D. Vocabulary -Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.												
1. Develop and apply vocabulary through exposure to a variety of texts												
a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts					●●	●●	●●	●●	●●	●●	●●	●●
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation					●●	●●	●●	●●	●●	●●	●●	●●

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2. Apply a conceptual understanding of new words												
a. Classify and categorize increasingly complex words into sets and groups					●●	●●	●●	●●	●●	●●	●●	●●
b. Explain relationships between and among words					●●	●●	●●	●●	●●	●●	●●	●●
3. Understand, acquire, and use new vocabulary												
a. Use context to determine the meanings of words Assessment limit: * Above grade-level words used in context * Words with multiple meanings					●	●	●	●	●	●	●	●
b. Use word structure to determine the meaning of words									●		●	
c. Use resources to confirm definitions and gather further information about words					●●	●●	●●	●●	●●	●●	●●	●●
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression					●●	●●	●●	●●	●●	●●	●●	●●
E. General Reading Comprehension -Students will use a variety of strategies to understand what they read (construct meaning).												
1. Develop and apply comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts												
a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background					●	●	●	●	●	●	●	●
b. Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres					●●	●●	●●	●●	●●	●●	●●	●●
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations					●●	●●	●●	●●	●●	●●	●●	●●

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2. Use strategies to prepare for reading (before reading)												
a. Survey and preview the text					●●	●●	●●	●●	●●	●●	●●	●●
b. Set a purpose for reading the text					●●	●●	●●	●●	●●	●●	●●	●●
c. Make predictions and ask questions about the text					●●	●●	●●	●●	●●	●●	●●	●●
d. Make connections to the text from prior knowledge and experiences					●●	●●	●●	●●	●●	●●	●●	●●
3. Use strategies to make meaning from text (during reading)												
a. Reread the difficult parts slowly and carefully					●	●	●	●	●	●	●	●
b. Use own words to restate the difficult part					●	●	●	●	●	●	●	●
c. Read on and revisit the difficult part					●	●	●	●	●	●	●	●
d. Skim the text to search for connections between and among ideas					●●	●●	●●	●●	●●	●●●	●●	●●
e. Make, confirm, or adjust predictions					●●	●●	●●	●●	●●	●●	●●	●●
f. Periodically summarize while reading					●●	●	●	●	●	●	●	●
g. Periodically paraphrase important ideas or information					●●	●●	●●	●●	●●	●●	●●	●●
h. Visualize what was read for deeper understanding					●	●	●	●●	●●●	●	●	●
i. Use a graphic organizer or another note-taking technique to record important ideas or information					●●	●	●●	●	●●	●	●	●
j. Explain personal connections to the ideas or information in the text					●●	●●	●●	●●	●●	●●	●●	●●
4. Use strategies to demonstrate understanding of the text (after reading)												
a. Identify and explain the main idea Assessment limit:					●●	●	●	●	●	●	●	●

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* Of the text or a portion of the text												
b. Identify and explain what is directly stated in the text Assessment limit: * In the text or a portion of the text					●●	●●	●●	●●	●●	●●	●●	●●
c. Identify and explain what is not directly stated in the text by drawing inferences Assessment limit: * From the text or a portion of the text					●	●	●●	●	●	●	●●●	●
d. Draw conclusions or make generalizations about the text Assessment limit: * From the text or a portion of the text					●●	●●	●●	●●	●●	●●	●●	●●
e. Confirm, refute, or make predictions and form new ideas Assessment limit: * The development, topics, or ideas that might logically be included if the text were extended					●●	●●	●●	●●	●●	●●	●●	●●
f. Paraphrase the main idea Assessment limit: * Of the text or a portion of the text					●●	●	●	●	●	●	●	●
g. Summarize Assessment limit: * The text or a portion of the text					●●	●	●	●	●	●	●	●
h. Connect the text to prior knowledge or personal experience Assessment limit: * Prior knowledge that clarifies, extends, or challenges					●●	●●	●●	●●	●●	●●	●●	●●

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the ideas in the text or a portion of the text												

Informational

Standard 2.0 Comprehension of Informational Text

Students will read, comprehend, interpret, analyze, and evaluate informational text.

A. Comprehension of Informational Text

1. Develop and apply comprehension skills by reading a variety of self-selected and assigned print and non-print informational texts, including electronic media

a. Read, use, and identify the characteristics of nonfiction materials such as textbooks, appropriate reference materials, research and historical documents, personal narratives, diaries, and journals, biographies, newspapers, letters, articles, web sites and other online materials, other appropriate content-specific texts to gain information and content knowledge Assessment limit: * Grade-appropriate informational texts					●●	●●	●●	●●	●●	●●	●●	●
b. Read, use, and identify the characteristics of functional documents such as sets of directions, science investigations, atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules, invitations, recipes, advertisements, other functional documents Assessment limit: * Grade-appropriate functional documents					●●	●●	●●	●●	●●	●●	●●	●
c. Select and read to gain information from personal interest					●●	●●	●●	●●	●●	●●	●●	●

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materials such as brochures, books, magazines, cookbooks, catalogs, and web sites												
2. Identify and use text features to facilitate understanding of informational texts												
a. Use print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, and other appropriate content-specific texts Assessment limit: * In the text or a portion of the text					●●	●●	●●	●●	●●	●●	●●	●●
b. Use graphic aids such as illustrations and pictures, photographs, drawings, sketches, cartoons, maps (key, scale, legend, graphs, charts/tables, and diagrams, other graphic aids encountered in informational texts Assessment limit: * In the text or a portion of the text					●●	●●	●●	●●	●●	●●	●●	●●
c. Use informational aids such as introductions and overviews, materials lists, timelines, captions, glossed words, labels, numbered steps, bulleted lists, footnoted words, pronunciation key, transition words, other informational aids encountered in informational texts Assessment limit: * In the text or a portion of the text					●●	●●	●●	●●	●●	●●	●●	●●
d. Use organizational aids such as titles, chapter titles, headings, subheadings, tables of contents, numbered steps, glossaries, indices, transition words, other organizational aids encountered in organizational texts					●●	●●	●●	●●	●●	●●	●●	●●

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Assessment limit: * In the text or a portion of the text												
e. Use online features such as URLs, hypertext links, sidebars, drop down menus, home pages, site maps, other features characteristic of online texts Assessment limit: * In the text or a portion of the text												
f. Identify and explain the contributions of text features to support the main idea of the text Assessment limit: * In the text or a portion of the text					●●	●●	●●	●●	●●	●●	●●	●●
3. Develop and apply knowledge of organizational structure of informational text to facilitate understanding												
a. Identify and analyze the organizational patterns of texts such as sequential and/or chronological order, cause/effect, problem/solution, similarities/differences, description, main idea and supporting details Assessment limit: * In the text or a portion of the text					●	●	●	●	●	●	●	●
b. Explain how the organizational pattern clarifies and reinforces meaning and supports the author's/text's purpose Assessment limit: * In the text or a portion of the text												
4. Determine and analyze important ideas and messages in informational texts												
a. Identify and explain the author's/text's purpose and intended audience					●	●	●	●	●	●	●	●

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Assessment limit: * Purpose of the author or the text or a portion of the text * Connections between the text and the intended audience												
b. Identify and explain the author's opinion Assessment limit: * In the text or a portion of the text												
c. State and support main ideas and messages Assessment limit: * In the text or a portion of the text					●●	●	●	●	●	●	●	●
d. Summarize or paraphrase Assessment limit: * The text or a portion of the text					●●●	●●	●●	●●	●●	●●	●●	●●
e. Identify and explain information not related to the main idea Assessment limit: * In the text or a portion of the text					●	●	●	●	●	●	●	●
f. Explain relationships between and among ideas such as comparison/contrast, cause/effect, sequence/chronology Assessment limit: * In the text or a portion of the text * Relationships between and among ideas in one or more texts					●	●	●	●	●	●	●	●
g. Synthesize ideas from text Assessment limit:					●●	●●	●●	●●	●●	●●	●●	●●

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* From one text or a portion of the text or across multiple texts												
h. Distinguish between a fact and an opinion Assessment limit: * In one or more texts or a portion of a text					●	●	●	●	●	●	●	●
i. Explain how someone might use the text Assessment limit: * Application of the text for personal use or content-specific use * Topics and ideas within a text or across texts that may have implications for readers or contemporary society					●●	●●	●	●●	●●	●●	●	●●
j. Connect the text to prior knowledge or experience Assessment limit: * Prior knowledge that clarifies, extends, or challenges the ideas or information in the text or a portion of the text					●●	●●	●●	●●	●●	●●	●●	●●
5. Analyze purposeful use of language												
a. Analyze specific words or phrases that contribute to the meaning of a text Assessment limit: * Significant words and phrases (e.g., figurative language, idioms, etc.) in the text or a portion of the text * Connotations of grade-appropriate words in context * Denotations of above-grade-level words in context					●	●	●	●	●	●	●	●
b. Analyze specific language choices that create tone Assessment limit:												

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* In the text or a portion of the text												
c. Analyze the effect of repetition of words and phrases on meaning Assessment limit: * In the text or a portion of the text												
6. Read critically to evaluate informational text												
a. Explain whether the text fulfills the reading purpose Assessment limit: * Connections between the content of the text and the purpose for reading					●	●	●	●	●	●	●	●
b. Analyze changes or additions to the structure and text features that would make the text easier to understand Assessment limit: * Connections between effectiveness of format and text features in clarifying the main idea and/or purpose of the text * Connections between effectiveness of organizational pattern and clarity of the main idea and/or purpose of the text					●	●	●	●	●	●	●	●
c. Analyze the text and its information for reliability Assessment limit: * Connections between the credentials of the author and the information in the text * Verification of information included in the text												
d. Determine and explain whether or not the author's												

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argument or position is presented fairly Assessment limit: * Evidence of opposing points of view												
e. Identify and explain information not included in the text Assessment limit: * Information that would enhance or clarify the reader's understanding of the main idea of the text or a portion of the text					•	•	•	•	•	•	•	•
f. Identify and explain language and other techniques intended to persuade the reader Assessment limit: * Significant words and phrases that have an emotional appeal												
Literary												
Standard 3.0 Comprehension of Literary Text												
Students will read, comprehend, interpret, analyze, and evaluate literary texts.												
A. Comprehension of Literary Text												
1. Develop and apply comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts including print and non-print												
a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods												
b. Listen to critically, read, and discuss a variety of literary forms and genres					••	••	••	••	••	••	••	•
2. Analyze text features to facilitate understanding of literary texts												

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a. Identify and explain how organizational aids such as the title of the book, story, poem, or play, titles of chapters, subtitles, subheadings contribute to meaning Assessment limit: * In the text or a portion of the text					●●	●●	●●	●●	●●	●●	●●	●
b. Identify and explain how graphic aids such as pictures and illustrations, punctuation, print features contribute to meaning Assessment limit: * In the text or a portion of the text					●●	●●	●●	●●	●●	●●	●●	●
c. Identify and explain how informational aids such as footnoted words and phrases, biographical information about the author, introductions, photographs, etc. Assessment limit: * In the text or a portion of the text					●	●	●	●	●	●	●	●
3. Analyze elements of narrative texts to facilitate understanding and interpretation												
a. Identify and distinguish among types of narrative texts such as short stories, folklore, realistic fiction, science fiction, historical fiction, fantasy, essays, biographies, autobiographies, personal narratives, plays, poetry Assessment limit: * Grade-appropriate narrative texts												
b. Analyze the events of the plot Assessment limit: * Exposition, rising action, climax, and resolution												

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<p>c. Analyze details that provide information about the setting, the mood created by the setting, and ways in which the setting affects characters</p> <p>Assessment limit: * Details that create the setting and/or mood in the text or a portion of the text * Connections among the characters, the setting, and the mood in the text or a portion of the text</p>												
<p>d. Analyze characterization</p> <p>Assessment limit: * Character's traits based on what character says, does, and thinks and what other characters or the narrator says * Character's motivations * Character's personal growth and development</p>												
<p>e. Analyze relationships between and among characters, setting, and events</p> <p>Assessment limit: * In the text or a portion of the text or across multiple texts</p>												
<p>f. Identify and explain how the actions of the character(s) affect the plot</p> <p>Assessment limit: * In the text or a portion of the text or across multiple texts</p>												
<p>g. Analyze internal and/or external conflicts that motivate characters and those that advance the plot</p> <p>Assessment limit:</p>												

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* In the text or a portion of the text												
h. Identify and explain the author's approach to issues of time in a narrative Assessment limit: * Flashback												
i. Identify and explain the point of view Assessment limit: * Connections between point of view and meaning * Conclusions about the narrator based on his or her thoughts and/or observations												
4. Analyze elements of poetry to facilitate understanding and interpretation												
a. Use structural features to distinguish among types of poems such as haiku, form/shape poetry, cinquain, etc.												
b. Identify and explain the meaning of words, lines, and stanzas Assessment limit: * Literal versus figurative meaning												
c. Identify and explain how sound elements of poetry contribute to meaning Assessment limit: * Rhyme, rhyme scheme * Alliteration and other repetition * Onomatopoeia												
d. Identify and explain other poetic elements such as setting, mood, tone, etc., that contribute to meaning												

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Assessment limit: * Elements of grade-appropriate lyric and narrative poems that contribute to meaning												
5. Analyze elements of drama to facilitate understanding												
a. Use structural features to distinguish among types of plays												
b. Identify and explain the action of scenes and acts Assessment limit: * Literal versus interpretive meaning												
c. Identify and explain how stage directions create character and movement												
d. Identify and explain stage directions and dialogue that help to create character Assessment limit: * In the text or a portion of the text												
6. Determine important ideas and messages in literary texts												
a. Analyze main ideas and universal themes Assessment limit: * Of the text or a portion of the text * Experiences, emotions, issues, and ideas in a text that give rise to universal themes * Message, moral, or lesson learned from the text												
b. Analyze similar themes across multiple texts Assessment limit: * Experiences, emotions, issues, and ideas across texts												

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that give rise to universal themes												
c. Paraphrase Assessment limit: * The text or a portion of the text												
d. Summarize Assessment limit: * The text or a portion of the text												
e. Identify and explain personal connections to the text Assessment limit: * Connections between personal experiences and the theme or main ideas												
f. Explain the implications of the text for the reader and/or society Assessment limit: * Ideas and issues of a text that may have implications for the reader												
7. Analyze the author's purposeful use of language												
a. Analyze specific words and phrases that contribute to meaning Assessment limit: * Significant words and phrases (e.g., idioms, colloquialisms, etc.) with a specific effect on meaning * Denotations of above-grade-level words used in context * Connotations of grade-appropriate words and phrases in context												

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b. Analyze words and phrases that create tone Assessment limit: * In the text or a portion of the text												
c. Identify and explain figurative language that contributes to meaning Assessment limit: * In the text or a portion of the text												
d. Analyze how sensory language contributes to meaning Assessment limit: * Specific words and phrases in the text or a portion of the text												
e. Analyze how repetition and exaggeration contribute to meaning Assessment limit: * In the text or a portion of the text												
8. Read critically to evaluate literary texts												
a. Determine and explain the plausibility of the characters' actions and the plot Assessment limit: * In the text or a portion of the text												
b. Identify and explain questions left unanswered by the text Assessment limit: * Questions and predictions about events, situations, and conflicts that might occur if the text were extended												
c. Identify and explain the relationship between a literary text												

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and its historical and/or social context Assessment limit: * Implications of the historical or social context on a literary text												
d. Identify and explain the relationship between the structure and the purpose of the text												
<p>Writing Standard 4.0 Writing Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.</p>												
<p>A. Writing 1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p>												
a. Use a variety of self-selected prewriting strategies to generate, select, narrow, and develop ideas * Evaluate topics for personal relevance, scope, and feasibility * Begin a coherent plan for developing ideas * Explore and evaluate relevant sources of information					●●	●●	●●	●●	●●	●●	●●	●●
b. Select, organize, and develop ideas appropriate to topic, audience, and purpose * Organize information logically * Use effective organizational structures * Select or eliminate information as appropriate * Verify the effectiveness of paragraph development by modifying topic, support, and concluding sentences as					●●	●●	●●	●●	●●	●●	●●	●●

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necessary												
2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade												
a. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose to develop an awareness of voice and tone					●●	●●	●●	●	●	●	●	●
b. Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using vivid language such as imagery, figurative language, and sound elements						●		●		●		
c. Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within a paragraph					●●	●●	●●	●●	●●	●●	●●	●●
d. Compose to persuade by supporting, modifying, or disagreeing with a position, using effective rhetorical strategies * Support, modify, or disagree with a position and generate convincing evidence to support it * Consider the effectiveness of diction, audience appeal, and organization * Use connotation, repetition, and figurative language to control audience emotion and reaction * Use authoritative citations												
e. Use writing-to-learn strategies such as dialect journals, quickwrites, and mindmaps to make connections between learning and prior knowledge					●●	●●	●●	●●	●●	●●	●●	●●

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f. Manage time and process when writing for a given purpose					●	●	●	●	●	●	●	●
3. Compose texts using the revising and editing strategies of effective writers and speakers												
a. Revise texts for clarity, completeness, and effectiveness * Eliminate redundant and irrelevant words and ideas * Clarify meaning through the placement of antecedents, modifiers, connectors, and transitional devices * Coordinate equal ideas within a sentence * Subordinate less important ideas within a sentence using phrases and clauses * Maintain consistent person, number and tense * Modify sentences from passive to active voice * Vary sentence types and lengths to clarify and extend meaning and to develop style					●	●	●	●	●	●	●	●
b. Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions such as capitalization, punctuation, spelling, and pronunciation * Self edit * Peer edit * Dictionary * Thesaurus * Spell checker * Language handbook * Grammar checker					●	●	●	●	●	●	●	●

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c. Prepare the final product for presentation to an audience					●	●	●	●	●	●	●	●
4. Identify how language choices in writing and speaking affect thoughts and feelings												
a. Use precise word choice, formal to informal, based on audience, situation, or purpose					●●	●●	●●	●●	●●	●●	●●	●●
b. Consider the connotative and/or denotative meanings of words when selecting vocabulary					●	●	●	●	●	●	●	●
c. Consider how word choices affect the audience					●	●	●	●	●	●	●	●
5. Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing												
a. Assess the effectiveness of diction that reveals his or her purpose * Language appropriate for a particular audience * Language suitable for a given purpose * Words/phrases/sentences that extend meaning in a given context					●	●	●	●	●	●	●	●
b. Explain how the specific language and expression used by the writer or speaker affects reader/listener response					●	●	●	●	●	●	●	●
c. Evaluate the use of transitions in a text					●	●	●	●	●	●	●	●
6. Explain how textual changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose												
a. Identify the tone of one's own writing, and revise word choice to modify tone in order to address a given purpose and/or audience					●	●	●	●	●	●	●	●
b. Justify revisions in syntax and diction from a previous draft of his or her same text by explaining how the change affects meaning					●	●	●	●	●	●	●	●

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7. Locate, retrieve, and use information from various sources to accomplish a purpose												
a. Identify, evaluate, and use sources of information on a self-selected and/or given topic					●●	●●	●●	●●	●●	●●	●●	●●
b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic					●●	●●	●	●●	●●	●●	●	●●
c. Use appropriate note taking procedures, organizational strategies, and proper documentation of sources of information * Appropriate strategies for taking notes o Appropriate strategies for organizing source information or notes o Information to include or exclude when using a note taking method o Advantages, disadvantages, or limitations of a given strategy or procedure for recording or organizing information o Advantages, disadvantages, or limitations of sources of information such as bias, accuracy, availability, variety, currency o Use a recognized format for documentation such as MLA					●	●	●	●	●	●	●	●
d. Synthesize information from two or more sources to fulfill a self-selected or given purpose					●	●	●	●	●	●	●	●
e. Use a recognized format to credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism					●	●	●	●	●	●	●	●

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Language												
Standard 5.0 Controlling Language												
Students will control language by applying the conventions of Standard English in speaking and writing.												
A. Grammar												
1. Recognize elements of grammar in personal and academic reading												
2. Recognize, recall, and use grammar concepts and skills to strengthen control of oral and written language												
a. Recognize the meaning, position, form, and function of words when identifying grammatical concepts such as indefinite pronouns, perfect verb tenses, conjunctive adverbs, and correlative conjunctions					●	●	●	●	●	●	●	●
b. Combine sentences using knowledge of subjects and predicates, logical placement of modifiers, and logical coordination, subordination, and sequencing of ideas					●	●	●	●	●	●	●	●
c. Differentiate grammatically complete sentences from non-sentences, including fused sentences					●	●	●	●	●	●	●	●
d. Compose simple, compound, complex, and compound-complex sentences using independent and dependent clauses, transitions, conjunctions, and appropriate punctuation to connect ideas					●	●	●	●	●	●	●	●
B. Usage												
1. Recognize examples of conventional usage in personal and academic reading												
2. Comprehend and apply standard English in oral and written language												
a. Apply appropriate subject/verb agreement such as with					●	●	●	●	●	●	●	●

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collective nouns, indefinite pronouns, and inverted word order												
b. Apply consistent and appropriate use of the principal parts of regular and irregular verbs; person, number, and case of pronouns; pronoun/antecedent agreement; and degrees of comparison of modifiers					●	●	●	●	●	●	●	●
c. Recognize and correct common usage errors such as misplaced modifiers; incorrect use of verbs; double negatives; and commonly confused words such as accept - except					●	●	●	●	●	●	●	●
d. Use available resources to correct or confirm editorial choices					●	●	●	●	●	●	●	●
e. Explain editorial choices					●	●	●	●	●	●	●	●
C. Mechanics												
1. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing												
2. Apply standard English punctuation and capitalization in written language												
a. Use commas and semicolons correctly such as in a compound sentence					●	●	●	●	●	●	●	●
b. Use parentheses and dashes correctly					●	●	●	●	●	●	●	●
c. Use appropriate punctuation for special formats such as e-mails, bulleted lists, letters, memos, citations, and outlines					●	●	●	●	●	●	●	●
d. Use a colon to introduce a list					●	●	●	●	●	●	●	●
D. Spelling												
1. Recognize conventional spelling in and through personal and academic reading												

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2. Apply conventional spelling in written language												
a. Use conventional spelling in personal writing					●	●	●	●	●	●	●	●
b. Develop self-monitoring strategies for frequently misspelled words					●	●	●	●	●	●	●	●
c. Use suitable traditional and electronic resources as a spelling aid					●	●	●	●	●	●	●	●
E. Handwriting												
1. Produce writing that is legible to the audience												
a. Write fluidly and legibly in manuscript and cursive					●	●	●	●	●	●	●	●
b. Use word processing technology when appropriate					●	●	●	●	●	●	●	●
Listening												
Standard 6.0 Listening												
Students will demonstrate effective listening to learn, process, and analyze information.												
A. Listening												
1. Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes												
a. Attend to the speaker					●●	●●	●●	●●	●●	●●	●●	●●
b. Ask appropriate questions					●●	●●	●●	●●	●●	●●	●●	●●
c. Contribute relevant comments					●●	●●	●●	●●	●●	●●	●●	●●
d. Relate prior knowledge					●●	●●	●●	●●	●●	●●	●●	●●
e. Use note-taking to assist listening when appropriate												
f. Maintain visual contact with the speaker												
g. Maintain focus by identifying and managing barriers to listening												

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2. Apply comprehension and literary analysis strategies and skills for a variety of listening purposes and settings												
a. Elaborate on the information and ideas presented					●	●	●	●	●	●	●	●
b. Make inferences or draw conclusions based on the presentation					●	●	●	●	●	●	●	●
c. Determine speaker's attitude through verbal and non-verbal cues such as tone of voice, inflections, body language, facial expressions												
d. Explain how the effects of language contribute to meaning					●	●	●	●	●	●	●	●
e. Provide constructive feedback to speakers concerning the delivery as well as its overall impact upon the listeners									●			●
Speaking												
Standard 7.0 Speaking												
Student will communicate effectively in a variety of situations with different audiences, purposes, and formats.												
A. Speaking												
1. Demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes												
a. Identify the purpose, audience, and setting for a presentation										●●		●
b. Identify the needs and perspectives of the audience										●●		●
c. Select and plan for appropriate use of visual aids										●●		●
d. Select the topic of an oral presentation										●●		●
e. Gather/construct adequate support										●●		●
f. Identify and use a variety of organization structures such as narrative, cause and effect, chronological order, description, main idea and detail, problem/solution,										●		●

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question/answer, comparison and contrast												

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