

# Reading

GRADE 6

## STANDARD 1

*The student understands and uses different reading skills and strategies to read.*

To meet this standard, the student will:

**Benchmark 6R.1.1: Use word recognition and word meaning skills to read and comprehend text**

**Indicators:**

- 6R.1.1.1 Apply phonetic principles to read, including sounding out, using initial letters, and using common letter patterns to make sense of whole words
- 6R.1.1.2 Use language structure to understand reading materials including; sentence structure, prefixes, suffixes, contractions, and simple abbreviations
- 6R.1.1.3 Use appropriate reading strategies to adapt reading to different types of text, to comprehend words and ideas including self-correcting, re-reading, reading on, and slowing down
- 6R.1.1.4 Work on using word roots, prefixes, suffixes; making predictions; and verifying and revising understanding while reading
- 6R.1.1.5 Apply text for a specific purpose
- 6R.1.1.6 ESL – use primary language to enrich vocabulary in English
- 6R.1.1.7 Interpret general and specialized vocabulary critical to the meaning of the text

**Benchmark 6R.1.2: Build vocabulary through reading**

**Indicators:**

- 6R.1.2.1 Construct general and specialized vocabularies through reading in specific fields of academic study such as science, social studies, mathematics and the arts
- 6R.1.2.2 Use context clues to build vocabulary
- 6R.1.2.3 Use environmental print and graphics to support vocabulary development

**Benchmark 6R.1.3: Read fluently, adjusting reading for purpose and material**

**Indicators:**

- 6R.1.3.1 Read both orally and silently with ease
- 6R.1.3.2 Adjust reading pace to accommodate the form, style, and difficulty of material and purpose of reading

**Benchmark 6R.1.4: Understand elements of literature**

**Indicators:**

- 6R.1.4.1 Identify literary devices (figurative language, exaggeration, humor, irony, dialogue)
- 6R.1.4.2 Understand paragraphs and chapters
- 6R.1.4.3 Analyze literary elements (plot, characters, setting, theme, point of view, conflict, resolution)
- 6R.1.4.4 Identify characteristics of different types of literature: fiction, non-fiction, poetry, and drama
- 6R.1.4.5 Read a variety of nonfiction and informational texts

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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**Benchmark 6R.1.5: Use technology**

**Indicators:**

- 6R.1.5.1 Locate specific information to pursue an interest or complete a project
- 6R.1.5.2 Cite sources of information with MLA standards
- 6R.1.5.3 Use organizational features of printed text (title, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, etc.)
- 6R.1.5.4 Use organizational features of electronic information (CD ROM, internet)
- 6R.1.5.5 Interpret graphs and maps

# Reading

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## STANDARD 2

*The student understands the meaning of what is read.*

**To meet this standard, the student will:**

### **Benchmark 6R.2.1: Comprehend important ideas and details**

#### **Indicators:**

- 6R.2.1.1 Demonstrate comprehension of complex texts including fiction, non-fiction, information, and task-oriented text
- 6R.2.1.2 Continue to identify and comprehend the main ideas and supporting facts and details
- 6R.2.1.3 Summarize ideas in own words
- 6R.2.1.4 Link characters, events and information to prior knowledge, previous experience, and current issues to increase understanding
- 6R.2.1.5 Make, confirm, or revise predictions and inferences based on the text

### **Benchmark 6R.2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas**

#### **Indicators:**

- 6R.2.2.1 Compare, contrast, and make connections within and among several texts (e.g., graphic organizers)
- 6R.2.2.2 Use logical sequence to accurately retell stories
- 6R.2.2.3 Recognize biases portrayed in published texts with emphasis on gender, age, and ethnic stereotyping

### **Benchmark 6R.2.3: Think critically and analyze author's use of language, style, purpose, and perspective**

#### **Indicators:**

- 6R.2.3.1 Evaluate the validity of the author's viewpoint
- 6R.2.3.2 Separate fact from opinion
- 6R.2.3.3 Recognize that the authors make language choices to influence an audience
- 6R.2.3.4 Evaluate an authors effectiveness for a chosen audience
- 6R.2.3.5 Recognize the authors point of view, tone and use of persuasive devices
- 6R.2.3.6 Apply information gained from reading to give a response and express insight
- 6R.2.3.7 Make generalizations beyond the text to other texts, ideas, or situations
- 6R.2.3.8 Evaluate reasoning and ideas related to a text
- 6R.2.3.9 Evaluate published works using Six-Trait model
- 6R.2.3.10 Recognize, in written text, the qualities of excellent writing based on Six-Trait model

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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# Reading

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## STANDARD 3

*The student reads different materials for a variety of purposes.*

To meet this standard, the student will:

### **Benchmark 6R.3.1: Read to learn new information**

#### **Indicators:**

- 6R.3.1.1 Observe and use signs, labels, and instructions
- 6R.3.1.2 Evaluate the appropriateness of a variety of resource materials for a specific task
- 6R.3.1.3 Understand and use materials to investigate a topic: reference materials, encyclopedias, manuals, public documents, newspaper, magazine articles, trade publications, etc.
- 6R.3.1.4 Read and comprehend a range of texts fluently: instructions, news articles, poetry, novels, short stories, personal narrations, etc.

### **Benchmark 6R.3.2: Read to perform a task**

#### **Indicators:**

- 6R.3.2.1 Read and understand information to perform a specific task (schedules, maps, recipes, instructions, newspapers want ads, travel books, catalogs, yellow pages, etc.)
- 6R.3.2.2 Follow written directions

### **Benchmark 6R.3.3: Read for literary experience integrating a Christian world view**

#### **Indicators:**

- 6R.3.3.1 Read, respond to, and evaluate poetry, short stories, novels, biographies, narratives, plays, advertisements, newspaper articles
- 6R.3.3.2 Use literature to understand own perspective, others ideas and world views
- 6R.3.3.3 Identify patterns and recurring themes in literature such as: identity, conflict, struggle, social change, economic change, courage, triumph

### **Benchmark 6R.3.4: Develop interests and share reading experiences**

#### **Indicators:**

- 6R.3.4.1 Select books on topics of interest
- 6R.3.4.2 Express reasons for recommending books to others
- 6R.3.4.3 Share reading experiences with others

### **Benchmark 6R.3.5: Develop reading through technology**

#### **Indicator:**

- 6R.3.5.1 Use basic electronic reference tools (computers)

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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**Benchmark 6R.3.6: Recognize God’s character through various written material**

**Indicator:**

6R.3.6.1 Identify characters and responses to problems in comparison to Christian world view

# Reading

GRADE 6

## STANDARD 4

*The student sets goals and evaluates progress to improve reading.*

To meet this standard, the student will:

**Benchmark 6R.4.1:** Assess strengths and need for improvement

**Indicators:**

- 6R.4.1.1 Set reading goals and develop strategies to meet goals and monitor progress
- 6R.4.1.2 Use a variety of strategies to monitor reading progress and to overcome difficulties
- 6R.4.1.3 Participate in reading activities: set goals; keep a reading log, etc.

**Benchmark 6R.4.2:** Seek and offer feedback to improve reading

**Indicator:**

- 6R.4.2.1 Ask for feedback to improve reading

*Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator*

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# Writing

## GRADE 6

### STANDARD 1

*The student writes clearly and effectively.*

**To meet this standard, the student will:**

**Benchmark 6W.1.1: Develop concept and design: ideas and organization**

**Indicators: Ideas**

- 6W.1.1.1 Develop and maintain focus within a descriptive/persuasive paragraph
- 6W.1.1.2 Discriminate between essential, intriguing or useful information and trivia
- 6W.1.1.3 Learn/strengthen the following writing forms: persuasive, descriptive, report writing, book reports, poetry, and creative writing
- 6W.1.1.4 Use elaboration to enhance ideas
- 6W.1.1.5 Write coherent paragraphs; construct sequenced paragraphs using effective transitions with topic sentence, supporting ideas, and conclusion sentence
- 6W.1.1.6 Use prewriting techniques such as outline, bubble, and cluster to develop a topic

**Indicators: Organization**

- 6W.1.1.5 Use appropriate organizational structures
- 6W.1.1.6 Write coherent descriptive/persuasive paragraphs with topic sentence, supporting ideas, and conclusion sentence
- 6W.1.1.7 Construct sequenced paragraphs using effective transitions

**Benchmark 6W.1.2: Use appropriate voice for audience and purpose**

**Indicators:**

- 6W.1.2.1 Use language that is lively, unique, and descriptive
- 6W.1.2.2 Use appropriate dialogue when needed
- 6W.1.2.3 Experiment with voice for different forms and audience
- 6W.1.2.4 Choose colorful and creative language
- 6W.1.2.5 Use appropriate word choice
- 6W.1.2.6 Distinguish between commonly confused words (e.g. their, there)

**Benchmark 6W.1.3: Use word choice appropriate to the audience and purpose**

**Indicators:**

- 6W.1.3.1 Experiment with figurative language, sound patterns, and style (poetry)
- 6W.1.3.2 Choose words, tone, and dialect purposely for effect
- 6W.1.3.3 Choose language that is precise, engaging, and suitable to topic and audience

**Benchmark 6W.1.4: Use sentence fluency appropriate to the audience and purpose**

**Indicators:**

- 6W.1.4.1 Vary sentence beginnings, structures, and lengths for effect
- 6W.1.4.2 Correct fragments and run-ons by developing strategies
- 6W.1.4.3 Listen for sentence fluency

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**Benchmark 6W.1.5: Apply writing conventions**

**Indicators:**

6W.1.5.1 Write legibly

6W.1.5.2 Spell conventionally except for effect



# Writing

## GRADE 6

### STANDARD 2

*The student writes in a variety of forms for different audiences and purposes.*

To meet this standard, the student will:

**Benchmark 6W.2.1: Write for different audiences**

**Indicators:**

- 6W.2.1.1 Write for an expanding range of out-of-school audiences (pen pals, community members)
- 6W.2.1.2 Write for formal and informal audiences
- 6W.2.1.3 Select own writing to publish

**Benchmarks 6W.2.2: Write for different purposes integrating a Christian worldview**

**Indicators:**

- 6W.2.2.1 Write in the following modes: descriptive, narrative, expository, persuasive
- 6W.2.2.2 Write for a range of purposes including informing, expressing, explaining, persuading, debating, exploring, questioning, and creating
- 6W.2.2.3 Write for real-life applications
- 6W.2.2.4 Write reports, recipes, directions, and letters

**Benchmark 6W.2.3: Write in a variety of forms**

**Indicators:**

- 6W.2.3.1 Write in the following forms: narratives, poems, journals, essays, stories, research, reports, letters
- 6W.2.3.2 Vary form, detail, and structure to fit the intended purpose and audience

**Benchmark 6W.2.4: Use technology as a tool in writing**

**Indicators:**

- 6W.2.4.1 Cite sources according to MLA handbook
- 6W.2.4.2 Explore and use a variety of publishing options

**Benchmark 6W.2.5: Write for real-life applications**

**Indicators:**

- 6W.2.5.1 Identify particular forms one might be required to use when writing in career settings, for example, software programs or research reports
- 6W.2.5.2 Produce technical and non-technical documents using resources from career setting such as evacuation manuals, consumer spending graphs, and demographic tables
- 6W.2.5.3 Identify different forms used to cite sources when writing reports or technical documents according to MLA standards
- 6W.2.5.4 Write for research

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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**Benchmark 6W.2.6: Understand that God recognizes writing as a powerful tool to influence people**

**Indicator:**

- 6W.2.6.1 Integrate Christian world view into a variety of written styles (poems, journals, reports and stories)
- 6W.2.6.2 Write in a manner consistent with Christian values and world view

# Writing

## GRADE 6

### STANDARD 3

*The student understands and uses the steps of the writing process.*

**To meet this standard, the student will:**

#### **Benchmark 6W.3.1: Pre-write**

##### **Indicators:**

- 6W.3.1.1 Use lists, webs, and other brainstorming techniques to generate ideas, topics and purpose
- 6W.3.1.2 Use a variety of resources including interviews, technology, newspapers, magazines, prior knowledge, reference materials, and books to gather data for writing
- 6W.3.1.3 Begin to narrow topic
- 6W.3.1.4 Choose appropriate point of view
- 6W.3.1.5 Gather evidence from text

#### **Benchmark 6W.3.2: Draft**

##### **Indicators:**

- 6W.3.2.1 Select and organize ideas from prewriting appropriate for audience, purpose, and content
- 6W.3.2.2 Focus on a thesis or theme
- 6W.3.2.3 Develop coherent supporting paragraphs with appropriate topic sentences
- 6W.3.2.4 Include appropriate introduction, body and conclusion
- 6W.3.2.5 Provide adequate detail or evidence
- 6W.3.2.6 Sustain flow of a single text over more than one writing
- 6W.3.2.7 Draft text that uses logical flow of ideas and relationships

#### **Benchmark 6W.3.3: Revise**

##### **Indicators:**

- 6W.3.3.1 Confer with others to improve texts by using peer editing
- 6W.3.3.2 Modify information and graphics as needed to enhance text and style
- 6W.3.3.3 Evaluate writing according to Six-Trait scoring criteria
- 6W.3.3.4 Use word processor when applicable
- 6W.3.3.5 Edit for grade level conventions (also in grammar section)
- 6W.3.3.6 Revise according to Six-Trait model

#### **Benchmark 6W.3.4: Edit**

##### **Indicators:**

- 6W.3.4.1 Correct conventions: mechanics and grammar
- 6W.3.4.2 Use references for proofreading: spell check, thesaurus, dictionary, peers and adults
- 6W.3.4.3 Adjust word choice
- 6W.3.4.4 Change sentence structure as needed
- 6W.3.4.5 Edit for grade-level conventions
- 6W.3.4.6 Recognize and use common proof reader's marks

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**Benchmark 6W.3.5: Publish**

**Indicators:**

- 6W.3.5.1 Select a variety of publishing methods including technology
- 6W.3.5.2 Share with appropriate audience
- 6W.3.5.3 Demonstrate neatness in presentation including legible text, newspapers, bulletin boards, and middle school literary magazine
- 6W.3.5.4 Produce polished final draft: neat, proofread, multiple draft, etc.
- 6W.3.5.5 Fulfill requirements for appearance of final draft: cover page with name, title, date, written in ink or typed, including graphics when appropriate

# Writing

GRADE 6

## STANDARD 4

The student *analyzes and evaluates the effectiveness of written work.*

To meet this standard, the student will:

**Benchmark 6W.4.1: Assess own strengths and needs for improvement**

**Indicators:**

- 6W.4.1.1 Increase articulation of qualities that make writing effective
- 6W.4.1.2 View self as a writer
- 6W.4.1.3 Use Six-Traits to see strengths and weaknesses in own writing
- 6W.4.1.4 Become familiar with samples of effective writing in order to strengthen own writing
- 6W.4.1.5 Review teacher's comments, keep all writing assignments in portfolio and strive to improve areas of weakness throughout the year by periodically checking progress
- 6W.4.1.6 Reflect on the works of talented authors to improve writing

**Benchmark 6W.4.2: Seek and offer feedback**

**Indicators:**

- 6W.4.2.1 Offer feedback from peers before writing final draft, using Six-Trait term
- 6W.4.2.2 Accept feedback and edit/revise own writing as appropriate
- 6W.4.2.3 Seek feedback before an assignment is turned in

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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# Communication

## STANDARD 1

The student *communicates ideas clearly and effectively.*

To meet this standard, the student will:

**Benchmark 6C.1.1: Communicate clearly to a range of audiences for different purposes**

**Indicators:**

- 6C.1.1.1 Communicate via conventional letters, telephone, and e-mail
- 6C.1.1.2 Consider needs of audience when adjusting communication
- 6C.1.1.3 Communicate to inform, explain, persuade, and entertain
- 6C.1.1.4 Communicate using oral reports, impromptu oral advertisements, dramatizations, and acting

**Benchmark 6C.1.2: Develop content and ideas**

**Indicators:**

- 6C.1.2.1 Select topic of choice and tailor it to address audience appropriately
- 6C.1.2.2 Cite sources used by referring to them in presentation (i.e. according to “Consumer Reports”)
- 6C.1.2.3 Present organized material with smooth transitions
- 6C.1.2.4 Present a reasonable argument that can be supported with facts and statistics and observations

**Benchmark 6C.1.3: Use effective delivery**

**Indicators:**

- 6C.1.3.1 Speak clearly, confidently and at a comfortable but audible volume without shouting or mumbling
- 6C.1.3.2 Project voice in a controlled manner
- 6C.1.3.3 Use appropriate gestures to emphasize message
- 6C.1.3.4 Use visual aids effectively
- 6C.1.3.5 Appeal to the interests of the audience
- 6C.1.3.6 Use good posture and eye contact
- 6C.1.3.7 Use facial expression and body language to heighten and emphasize message
- 6C.1.3.8 Enunciate words clearly
- 6C.1.3.9 Use appropriate tone for context

**Benchmark 6C.1.4: Use effective language and style**

**Indicators:**

- 6C.1.4.1 Use standard grammar in formal presentations
- 6C.1.4.2 Use complex sentences
- 6C.1.4.3 Vary word choice when speaking about topic
- 6C.1.4.4 Use a range of vocabulary related to a particular topic
- 6C.1.4.5 Use language that is understood by the audience
- 6C.1.4.6 Use words and visual aids to create an effective presentation
- 6C.1.4.7 Use language that is engaging and well-suited to the topic and audience
- 6C.1.4.8 Experiment with voice for the audience and purpose

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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**Benchmark 6C.1.5: Effectively use action, sound, and/or images to support presentations**

**Indicator:**

- 6C.1.5.1 Explore and use a variety of media and resources to convey messages or enhance oral presentations
- 6C.1.5.2 Use available technology as a presentation tool, when available

**Benchmark 6C.1.6: Analyze and evaluate presentation**

**Indicators:**

- 6C.1.6.1 Listen and watch while others present
- 6C.1.6.2 Offer positive feedback on others' presentation
- 6C.1.6.3 Self-correct presentation

**Benchmark 6C.1.7: Demonstrate appropriate communication that is consistent with God's character**

**Indicator:**

- 6C.1.7.1 Speak the truth in love
- 6C.1.7.2 Demonstrate patience in classroom communication

# Communication

GRADE 6

## STANDARD 2

*The student uses listening and observation skills to gain understanding.*

**To meet this standard, the student will:**

### **Benchmark 6C.2.1: Focus attention**

#### **Indicators:**

- 6C.2.1.1 Give evidence of paying attention – listen actively by nodding, maintaining eye contact, taking notes, and asking relevant questions
- 6C.2.1.2 Respond appropriately in social interactions and in receiving information
- 6C.2.1.3 Use a variety of listening strategies

### **Benchmark 6C.2.2: Listen and observe to gain and interpret information**

#### **Indicators:**

- 6C.2.2.1 Identify the relationship between verbal and non-verbal communication
- 6C.2.2.2 Identify, interpret and gather information from visual aids such as illustrations, maps, graphs, charts, objects, etc.
- 6C.2.2.3 Listen for, identify, and explain important and extraneous details, and relationships in stories and poems
- 6C.2.2.4 Demonstrate listening strategies for gaining information (note taking, outlining, webbing, charts)

### **Benchmark 6C.2.3: Check for understanding by asking questions and paraphrasing**

#### **Indicators:**

- 6C.2.3.1 Ask clarifying questions
- 6C.2.3.2 Paraphrase conversations
- 6C.2.3.3 Ask verifying questions
- 6C.2.3.4 Infer
- 6C.2.3.5 Hypothesize

*Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator*

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# Communication

GRADE 6

## STANDARD 3

*The student uses interpersonal communication strategies and skills to work effectively with others.*

To meet this standard, the student will:

### **Benchmark 6C.3.1: Use language to interact effectively and responsibly with others**

#### **Indicators:**

- 6C.3.1.1 Adhere to the 4 tribes agreements
- 6C.3.1.2 Use language to: greet people, introduce, commend, congratulate, express feelings, persuade
- 6C.3.1.3 Respond appropriately to speeches, presentations and audiences
- 6C.3.1.4 Use positive language that stays away from harassment, libel, slander, stereotyping or put-downs
- 6C.3.1.5 Respond appropriately when offensive comment is made
- 6C.3.1.6 Identify cultural assumptions and views on life

### **Benchmark 6C.3.2: Work cooperatively as a member of a group**

#### **Indicators:**

- 6C.3.2.1 Assume roles/jobs within a group (note taker, peace officer, messenger, scribe, tally counter, etc.)
- 6C.3.2.2 Contribute to group through sharing ideas and information as well as asking questions
- 6C.3.2.3 Encourage all group members to participate
- 6C.3.2.4 Respect others' talents, interests, and contributions to the group:
- 6C.3.2.5 Allow time for responses and reflection
- 6C.3.2.6 Talk in turn
- 6C.3.2.7 Resolve to agree to disagree respectfully

### **Benchmark 6C.3.3: Seek agreement and solutions through discussion**

#### **Indicators:**

- 6C.3.3.1 Acknowledge others' ideas and points of views
- 6C.3.3.2 Compare and contrast others' points of view with own
- 6C.3.3.3 Check for understanding in group interactions
- 6C.3.3.4 Contribute responsibly to group efforts
- 6C.3.3.5 Choose a position and develop a plan of action
- 6C.3.3.6 Define challenges of group work – come up with ways to deal with members who don't pull their weight

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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# Communication

GRADE 6

## STANDARD 4

The student *analyzes and evaluates the effectiveness of formal and informal communication.*

To meet this standard, the student will:

### **Benchmark 6C.4.1: Assess strengths and need for improvement**

#### **Indicators:**

- 6C.4.1.1 Establish and apply class criteria to work of all group members
- 6C.4.1.2 Know the qualities of effective presentation
- 6C.4.1.3 Evaluate a range of presentations in order to recognize weaknesses and strengths in own communication
- 6C.4.1.4 Be able to recognize weaknesses in less effective presentations

### **Benchmark 6C.4.2: Seek and offer feedback**

#### **Indicators:**

- 6C.4.2.1 Seek and offer feedback – give and accept constructive criticism with guidance
- 6C.4.2.2 Express feedback in a tactful manner
- 6C.4.2.3 Revise presentations as appropriate with feedback received

### **Benchmark 6C.4.3: Analyze different sources of mass communication**

#### **Indicators:**

- 6C.4.3.1 Identify techniques used in popular communication such as name calling, celebrity appeal, identification with audience
- 6C.4.3.2 Identify and explain uses and impact of fact and opinion in mass communication
- 6C.4.3.3 Identify assumptions of media - evaluate point of view and accuracy

### **Benchmark 6C.4.4: Analyze how communication is used in career settings**

#### **Indicator:**

- 6C.4.4.1 Identify and experiment with communication techniques used in career settings such as to persuade, inform, or instruct

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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# Grammar

GRADE 6

## STANDARD 1

The student *understands the usage and mechanics of grammar.*

To meet this standard, the student will:

**Benchmark 6G1.1: Identify and correctly use clauses, phrases, and mechanics of punctuation.**

**Indicators:**

- 6G.1.1.1 Appropriately use main and subordinate clauses
- 6G.1.1.2 Recognize gerund, infinitive phrases in writing
- 6G.1.1.3 Use semicolons, colons, and hyphens to control meaning

**Benchmark 6G1.2: Understand sentence construction and proper English usage**

**Indicators:**

- 6G.1.2.1 Be introduced to modifiers and dangling participles
- 6G.1.2.2 Consistently employ appropriate verb tenses

**Benchmark 6G1.3: Control structure**

**Indicators:**

- 6G.1.3.1 Appropriately organize paragraph and sentence structure
- 6G.1.3.2 Vary simple, compound and complex sentence structures
- 6G.1.3.3 Classify complete sentences as declarative, interrogative, exclamatory and imperative
- 6G.1.3.4 Introduce control of diction and syntax

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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# Grammar

GRADE 6

## STANDARD 2

The student *understands and uses grammar conventions.*

To meet this standard, the student will:

### **Benchmark 6G.2.1: Employ basic conventions**

#### **Indicators:**

- 6G.2.1.1 Spell frequently misspelled and high-frequency words correctly
- 6G.2.1.2 Use commas correctly
- 6G.2.1.3 Use semicolons, colons, hyphens, ellipses, dashes and brackets
- 6G.2.1.4 Use apostrophes in contractions and singular possessives
- 6G.2.1.5 Use correct capitalization

### **Benchmark 6G.2.2: Employ basic knowledge of grammar**

#### **Indicators:**

- 6G.2.2.1 Use all eight parts of speech: e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection
- 6G.2.2.2 Use regular and irregular verbs, including perfect tenses, transitive and intransitive verbs and linking verbs
- 6G.2.2.3 Use objective, possessive, indefinite and relative pronouns
- 6G.2.2.4 Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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