

Idaho Extended Standards Draft
Extended Content Indicators
Grade 6
Language Arts

Standard 1: Reading Process - Students use Greek and Latin root words and affixes, rules of syllabication, and context clues to decode and analyze the meaning of unknown words in increasingly complex text. Students interpret words with multiple meanings to understand vocabulary across content areas. Students identify and interpret figurative language. Students independently read grade-level-appropriate text with fluency for different purposes and audiences.

Extended Standard 1: Reading Process - Students use strategies, such as word families or root words, common affixes, syllables, and context clues to decode and identify meaning of unknown words. Students interpret vocabulary with multiple meanings. Students identify simple figurative language. Students read and/or listen to grade appropriate text with different purposes and audiences.

Topic	GR	Goals	Objectives	Essence	Extended Content Indicators
	6.L.A.1.1	Acquire Concepts About Print	No objectives at this grade level.		No objectives at this grade level.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	6.L.A.1.2	Acquire Concepts About Text	6.LA.1.2.1 Apply the structural features of popular media.		6.LA.1.2.1A Identify literary and informational/functional texts, pictures, and/or media.
			6.LA.1.2.2 Apply text features (e.g., directions, legend, index, and glossary, sequence, bold face print, headings) to explain text. (725.01.a)		6.LA.1.2.2A Identify parts of a book and/or text features to aid in comprehension, i.e. directions, sequences, glossary.
			6.LA.1.2.3 Identify graphic sources of information (e.g., maps, graphs, illustrations, diagrams, timelines, or tables) to address research questions. (725.05.c)		6.LA.1.2.3A Identify graphic features in text that provides information for research topics.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	6.L.A.1.3	Acquire Phonological Awareness Skills	No objectives at this grade level.		No objectives at this grade level.

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Extended Standard 1: Reading Process - Students use strategies, such as word families or root words, common affixes, syllables, and context clues to decode and identify meaning of unknown words. Students interpret vocabulary with multiple meanings. Students identify simple figurative language. Students read and/or listen to grade appropriate text with different purposes and audiences.

Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	6.LA.1.4	Acquire Decoding Skills Using Word Parts	6.LA.1.4.1 Apply common root words, prefixes and suffixes, including Greek and Latin derivatives to decode complex words. (725.01.a)		6.LA.1.4.1 A Use word parts (letters, syllables) to read, i.e. prefix, word family, root word, suffix
			6.LA.1.4.2 Read abbreviations appropriate to grade level.		6.LA.1.4.2 A Read simple abbreviations appropriate to grade level.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	6.L.A.1.5	Acquire Decoding Skills Using Syllabication	6.LA.1.5.1 Apply spelling and syllabication rules to aid in decoding and word recognition.		6.LA.1.5.1 A Identify that letters put together with certain rules make words.

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Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	6.L.A.1.6	Acquire Decoding Skills Using Context	6.LA.1.6.1 Use context clues to aid in decoding of new words. (725.05.b)		6.LA.1.6.1A Use visual, tactile, and/or auditory prompts and context clues to identify new words.

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Extended Standard 1: Reading Process - Students use strategies, such as word families or root words, common affixes, syllables, and context clues to decode and identify meaning of unknown words. Students interpret vocabulary with multiple meanings. Students identify simple figurative language. Students read and/or listen to grade appropriate text with different purposes and audiences.

Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	6.L.A.1.7	Acquire Fluency	6.LA.1.7.1 Read grade-level-appropriate text orally with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal).		6.LA.1.7.1 A Read simplified, grade 6 appropriate text.

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Extended Standard 1: Reading Process - Students use strategies, such as word families or root words, common affixes, syllables, and context clues to decode and identify meaning of unknown words. Students interpret vocabulary with multiple meanings. Students identify simple figurative language. Students read and/or listen to grade appropriate text with different purposes and audiences.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	6.L.A.1.8	Vocabulary and Concept Development	6.LA.1.8.1 Infer word meaning from knowledge of root words, derived from Greek and Latin.		6.LA.1.8.1 A Identify common root words and the meaning of other words derived from the root
			6.LA.1.8.2 Apply context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings. (725.05.b)		6.LA.1.8.2 A Use context to define words and words that have multiple meanings.
			6.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 6 content area text.		6.LA.1.8.3 A Match pictures/objects/ gestures/words and concepts necessary for math, science, social studies and other Grade 6 content area text.
			6.LA.1.8.4 Use a grade-level appropriate dictionary, thesaurus, and glossary to find or confirm word meanings and/or clarify shades of meaning.		6.LA.1.8.4 A Use reference materials to develop vocabulary and meaning of words, e.g. dictionary or thesaurus.

Standard 2: Comprehension/Interpretation - Students expand comprehension by analyzing and interpreting information and ideas in a variety of grade-level-appropriate expository and literary text. Students describe and connect the essential ideas, arguments, and perspectives from multiple sources and apply knowledge of text structure, organization, and purpose to do research. Students apply more complex literary elements and devices to understand a variety of genres.

Extended Standard 2: Comprehension/Interpretation – Students comprehend information and ideas in a variety of grade appropriate expository and literary text. Students identify essential ideas, arguments, and perspectives from multiple sources of text to do research. Students identify common literary elements and devices to understand a variety of genres.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	6.L.A.2.1	Acquire Strategies and Skills for Comprehending Text	6.LA.2.1.1 Determine the author's purpose, stated or implied, for writing various texts. (725.05.a)		6.LA.2.1.1 A Identify the purpose of different kinds of text.
			6.LA.2.1.2 Apply cause and effect relationships to gain meaning from text.		6.LA.2.1.2 A Connects cause and effect relationships in text.
			6.LA.2.1.3 Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.		6.LA.2.1.3 A Use picture clues and context to support a conclusion from text.

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Extended Standard 2: Comprehension/Interpretation – Students comprehend information and ideas in a variety of grade appropriate expository and literary text. Students identify essential ideas, arguments, and perspectives from multiple sources of text to do research. Students identify common literary elements and devices to understand a variety of genres.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	6.L.A.2.2	Acquire Skills to Comprehend Expository Text	6.LA.2.2.1 Apply knowledge of expository text structure to extend comprehension.		6.LA.2.2.1 A Identify various structures of expository text.
			6.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts.		6.LA.2.2.2 A Respond to yes/no question based on: how, why, or what-if in expository text that is heard or read.
			6.LA.2.2.3 Identify the facts and details that support the author's argument and summarize the findings.		6.LA.2.2.3 A Identify facts and details from expository text using picture or object clues to retell.
			6.LA.2.2.4 Follow multi-step written directions.		6.LA.2.2.4 A Follow single and two-step written directions (symbols such as pictures/ objects/ graphics/ words).

Standard 2: Comprehension/Interpretation - Students expand comprehension by analyzing and interpreting information and ideas in a variety of grade-level-appropriate expository and literary text. Students describe and connect the essential ideas, arguments, and perspectives from multiple sources and apply knowledge of text structure, organization, and purpose to do research. Students apply more complex literary elements and devices to understand a variety of genres.

Extended Standard 2: Comprehension/Interpretation – Students comprehend information and ideas in a variety of grade appropriate expository and literary text. Students identify essential ideas, arguments, and perspectives from multiple sources of text to do research. Students identify common literary elements and devices to understand a variety of genres.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	6.L.A.2.3	Acquire Skills for Comprehending Literary Text	6.LA.2.3.1 Describe different genres of fiction and kinds of poetry, and the major characteristics of each form (725.02.a)		6.LA.2.3.1 A Identify genres of fiction and poems and matches a major characteristic of each form.
			6.LA.2.3.2 Distinguish between major characters and minor characters.		6.LA.2.3.2 A Identify characters and their traits and/or actions.
			6.LA.2.3.3 Analyze the influence of the setting on the problem and resolution of the story. (725.02.d)		6.LA.2.3.3 A Identify and describe a setting of a story.
			6.LA.2.3.4 Analyze the conflict of a plot and explain its resolution. (725.02.d)		6.LA.2.3.4 A Identify the main problem or plot of a story.
			6.LA.2.3.5 Identify the literary point of view (e.g., first person, third person) in literary text.		6.LA.2.3.5 A Identify the speaker of a story.
			6.LA.2.3.6 Identify themes that appear in different literary works. (725.02.d)		6.LA.2.3.6 A Identify a theme that is presented in a literary selection.
			6.LA.2.3.7 Identify common literary devices (e.g., flashback, foreshadowing, personification) to increase comprehension. (725.01.g)		6.LA.2.3.7 A Identify text that uses simple literary devices such as flashback or foreshadowing

Standard 3: Writing - Students use all five steps of the writing process to write clear and focused essays. Students develop skill in determining the purpose and intended audience for a piece of writing. Students use this information to determine an effective organizational structure for the writing. Students revise their writing for style and fluency.

Extended Standard 3: Writing - Students use the steps of the writing process to compose clear and focused writing. Students develop skill in determining the purpose and audience for writing. Students use this information to organize structure for writing. Students participate in revising their writing.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	6.L.A.3.1	Acquire Prewriting Skills	6.LA.3.1.1 Generate ideas using prewriting strategies. (726.01.a)		6.LA.3.1.1 A Generate ideas using simple, prewriting strategies.
			6.LA.3.1.2 Generate a main idea appropriate to the type of writing.		6.LA.3.1.2 A Participate in identifying the main idea appropriate to the type of writing.
			6.LA.3.1.3 Select organizational strategies appropriate for writing.		6.LA.3.1.3 A Use strategies for planning and organizing writing.
			6.LA.3.1.4 Apply an appropriate writing format for purpose and audience. (726.01.c)		6.LA.3.1.4 A Identify an appropriate writing format for audience.
			6.LA.3.1.5 Plan writing to produce a piece of writing within a set time period.		6.LA.3.1.5 A Follow set time periods for producing a piece of writing.

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Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	6.LA.3.2	Acquire Skills for Writing a Draft	6.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details. (726.01.a)		6.LA.3.2.1 A Use ideas generated in prewriting to write a draft.
			6.LA.3.2.2 Write a draft with a main idea and appropriate details in a logical sequence.		6.LA.3.2.2 A Produces a draft with a main idea and supporting details.

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Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	6.L.A.3.3	Acquire Skills for Revising a Draft	6.LA.3.3.1 Revise draft for meaning, clarity and effective sequencing. (726.02)		6.LA.3.3.1A Revise writing for clarity and effective sequencing.
			6.LA.3.3.2 Add details to more effectively accomplish the purpose of writing. (726.02.c)		6.LA.3.3.2 A Revise writing by adding a detail.
			6.LA.3.3.3 Apply and add transition words to clarify sequence.		6.LA.3.3.3 A Use a transition word to indicate sequence.
			6.LA.3.3.4 Rearrange words, sentences, and paragraphs to enhance writing style. (726.02.c)		6.LA.3.3.4 A Revise writing by substituting words or sentences to enhance style.
			6.LA.3.3.5 Apply literary models to refine writing style.		6.LA.3.3.5 A Use a literary model in a piece of writing.
			6.LA.3.3.6 Apply strategies to guide the revision process.		6.LA.3.3.6 A Use strategies to guide the revision process.

Standard 3: Writing - Students use all five steps of the writing process to write clear and focused essays. Students develop skill in determining the purpose and intended audience for a piece of writing. Students use this information to determine an effective organizational structure for the writing. Students revise their writing for style and fluency.

Extended Standard 3: Writing - Students use the steps of the writing process to compose clear and focused writing. Students develop skill in determining the purpose and audience for writing. Students use this information to organize structure for writing. Students participate in revising their writing.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	6.L.A.3.4	Acquire Skills for Editing a Draft	6.LA.3.4.1 Edit the draft using an editing checklist with common editing marks. (726.02)		6.LA.3.4.1 A Edit the draft for errors using common edit marks.

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Extended Standard 3: Writing - Students use the steps of the writing process to compose clear and focused writing. Students develop skill in determining the purpose and audience for writing. Students use this information to organize structure for writing. Students participate in revising their writing.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	7.L.A.3.5	Acquire Skills to Publish Writing	6.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience. (726.03.b; 726.04.c; 726.07.a)		6.LA.3.5.1 A Publish a piece of writing.
			6.LA.3.5.2 Share writing with intended audience. (726.04.c)		6.LA.3.5.2 A Share writing with intended audience

Standard 4: Writing Applications - Students write in a variety of formats to generate, record, and reflect upon ideas. Students write expository texts that support a main idea with specific details. Students write narratives that contain identifiable plot elements. Students write original creative works.

Extended Standard 4: Writing Applications – Students write in a variety of formats using templates to generate, record, and reflect upon ideas. Students compose expository text that contains a main idea with descriptive detail. Students write narratives that contain a plot. Students write original works.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	6.L.A.4.1	Acquire Expressive (Narrative/Creative) Writing Skills	6.LA.4.1.1 Write narratives that develop a standard plot line.		6.LA.4.1.1 A Write and/or share narratives using a standard plot.
			6.LA.4.1.2 Write a variety of expressive works that include sensory details and figurative language. (726.02.b; 726.04.c)		6.LA.4.1.2 A Copies expressive text that includes sensory detail or figurative language.

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Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	6.L.A.4.2	Acquire Expository (Informational/Research) Writing Skills	6.LA.4.2.1 Write technical text that identifies a sequence of activities or processes. (726.07)		6.LA.4.2.1 A Write technical text that identifies a sequence.
			6.LA.4.2.2 Write a research report with facts, details, and examples from multiple sources. (726.06)		6.LA.4.2.2 A Participate in writing brief observations of events or processes.

Standard 4: Writing Applications - Students write in a variety of formats to generate, record, and reflect upon ideas. Students write expository texts that support a main idea with specific details. Students write narratives that contain identifiable plot elements. Students write original creative works.

Extended Standard 4: Writing Applications – Students write in a variety of formats using templates to generate, record, and reflect upon ideas. Students compose expository text that contains a main idea with descriptive detail. Students write narratives that contain a plot. Students write original works.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	6.L.A.4.3	Acquire Persuasive Writing Skills	6.LA.4.3.1 Write persuasive compositions that state and support a position with emotional appeals. (726.05)		6.LA.4.3.1 A Write a persuasive statement to support a position.

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Extended Standard 4: Writing Applications – Students write in a variety of formats using templates to generate, record, and reflect upon ideas. Students compose expository text that contains a main idea with descriptive detail. Students write narratives that contain a plot. Students write original works.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	6.L.A.4.4	Acquire Skills for Literary Response	6.LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection. (726.04)		6.LA.4.4.1 A Participate in writing (drawing, pictures, objects) a response to literary selections.
			6.LA.4.4.2 Write responses to literature that identify the author’s purpose. (726.04)		6.LA.4.4.2 A Participate in writing responses to literature that identifies the purpose of a selection.

Standard 5: Writing Components - Students use the components of written language appropriate to this grade level. Students correctly use and punctuate a wide variety of sentences. Students use conventions, including paragraphing, to enhance their writing.

Extended Standard 5: Writing Components – Students use the components of written language appropriate to this grade. Students compose a wide variety of complete thoughts in sentence format. Students use common conventions in writing.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	6.L.A.5.1	Acquire Handwriting Skills	6.LA.5.1.1 Write fluently and legibly in print or cursive.		6.LA.5.1.1 A Write fluently and legibly.

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Extended Standard 5: Writing Components – Students use the components of written language appropriate to this grade. Students compose a wide variety of complete thoughts in sentence format. Students use common conventions in writing.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	7.L.A.5.2	Acquire Spelling Skills	6.LA.5.2.1 Spell correctly Grade 6 high-frequency words and content area words. (726.02.a)		6.LA.5.2.1 A Demonstrate spelling skills with high frequency words.
			6.LA.5.2.2 Spell correctly multisyllabic words that include those with Greek and Latin derivatives.		6.LA.5.2.2 A Spell simple, phonetically regular words with common spelling patterns.
			6.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals), to spell accurately.		6.LA.5.2.3 A Apply spelling rules to spell words correctly or identify words spelled accurately.

Standard 5: Writing Components - Students use the components of written language appropriate to this grade level. Students correctly use and punctuate a wide variety of sentences. Students use conventions, including paragraphing, to enhance their writing.

Extended Standard 5: Writing Components – Students use the components of written language appropriate to this grade. Students compose a wide variety of complete thoughts in sentence format. Students use common conventions in writing.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	7.L.A.5.3	Acquire Skills for Sentence Structure	6.LA.5.3.1 Identify complex sentences with subject and verb agreement. (726.02.c)		6.LA.5.3.1 A Use pictures, words, or symbols to express a complete thought with subject and verb.
			6.LA.5.3.2 Use correctly: <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs 		6.LA.5.3.2 A Use correctly: <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns • conjunctions

Standard 5: Writing Components - Students use the components of written language appropriate to this grade level. Students correctly use and punctuate a wide variety of sentences. Students use conventions, including paragraphing, to enhance their writing.

Extended Standard 5: Writing Components – Students use the components of written language appropriate to this grade. Students compose a wide variety of complete thoughts in sentence format. Students use common conventions in writing.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	6.L.A.5.4	Acquire Skills for Using Conventions	6.LA.5.4.1 Apply capitalization correctly in writing. (726.02.a)		6.LA.5.4.1 A Demonstrate use of capitalization skills.
			6.LA.5.4.2 Use quotation marks and commas to punctuate dialogue. (726.02.a)		6.LA.5.4.2 A Demonstrate use of punctuation skills (e.g. quotation marks in dialogue).

Standard 6: Communication - Students develop effective interpersonal listening skills that help them acquire and respond to a variety of electronic and live sources. Students plan and deliver oral presentations for varied purposes and audiences. Students view traditional and visually-presented material for critical analysis and evaluation.

Extended Standard 6: Communication – Students develop interpersonal listening skills that help them respond to a variety of electronic and live sources. Students participate in planning and delivering presentations for varied purposes and audiences. Students view presented material for evaluation.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	6.LA. 6.1	Acquire Listening Skills	6.LA.6.1.1 Listen in order to summarize information from a variety of sources. (727.01.a)		6.LA.6.1.1 A Listen in order to briefly summarize information.
			6.LA.6.1.2 Listen attentively to compare speaker's verbal communication (e.g., word choice, pitch, feeling, and tone) to the nonverbal message (e.g., posture and gesture). (727.01.c)		6.LA.6.1.2 A Listen attentively and respond to the speaker's verbal communication (e.g., word choice, pitch, feeling, and tone) and the nonverbal message (e.g., posture and gesture).
			6.LA.6.1.3 Listen to identify the tone, mood, and emotion conveyed in oral communications. (727.02.b)		6.LA.6.1.3A Listen to identify the emotion conveyed in oral communications.
			6.LA.6.1.4 Listen to acquire and summarize information from a variety of sources.		6.LA.6.1.4 A Listen to gain information from a variety of sources.

Standard 6: Communication - Students develop effective interpersonal listening skills that help them acquire and respond to a variety of electronic and live sources. Students plan and deliver oral presentations for varied purposes and audiences. Students view traditional and visually-presented material for critical analysis and evaluation.

Extended Standard 6: Writing Components – Students use the components of written language appropriate to this grade. Students compose a wide variety of complete thoughts in sentence format. Students use common conventions in writing.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	6.L.A.6.2	Acquire Speaking Skills	6.LA.6.2.1 Ask questions to elicit information, including evidence to support a speaker's position.		6.LA.6.2.1 A Ask questions to acquire information.
			6.LA.6.2.2 Emphasize important points to assist the listener in following an oral presentation. (727.03.a)		6.LA.6.2.2 A Emphasize important information in interactions with others.
			6.LA.6.2.3 Organize oral presentations to maintain a clear focus.		6.LA.6.2.3 A Organize oral presentations.
			6.LA.6.2.4 Deliver narrative presentations that include sensory details and establish a context, plot, and point of view. (727.02.a)		6.LA.6.2.4 A Deliver narrative presentations that include context and a point of view.
			6.LA.6.2.5 Use appropriate verbal and nonverbal techniques to maintain audience interest.		6.LA.6.2.5 A Use appropriate verbal or nonverbal techniques to maintain audience interest.
			6.LA.6.2.6 Deliver oral responses to literature that develop an interpretation that shows careful reading, understanding, and insight. (727.02.a)		6.LA.6.2.6 A Deliver oral responses to literature.

Standard 6: Communication - Students develop effective interpersonal listening skills that help them acquire and respond to a variety of electronic and live sources. Students plan and deliver oral presentations for varied purposes and audiences. Students view traditional and visually-presented material for critical analysis and evaluation.

Extended Standard 6: Writing Components – Students use the components of written language appropriate to this grade. Students compose a wide variety of complete thoughts in sentence format. Students use common conventions in writing.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	6.L.A.6.3	Acquire Viewing Skills	6.LA.6.3.1 View media to analyze as source for information entertainment, and persuasion appropriate to grade level. (729.01.b)		6.LA.6.3.1A View media as source for information, entertainment, and persuasion appropriate to grade level.
			6.LA.6.3.2 Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.		6.LA.6.3.2 A Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.
			6.LA.6.3.3 Analyze the role of media in focusing people’s attention on events and in forming their opinions on issues.		6.LA.6.3.3 A View media to evaluate and make appropriate choices.
			6.LA.6.3.4 Analyze the purpose, organization, content, and delivery of verbal communication and non-verbal cues.		6.LA.6.3.4 A Identify the content and purpose of verbal communication and non-verbal cues.
			6.LA.6.3.5 Use a variety of resources to produce visuals in order to communicate to an audience. (729.04.b)		6.LA.6.3.5 A Use a variety of resources to produce visuals in order to communicate to an audience.

Standard:

[illegible]