

## ELA Standards and Technology Matrix (Grade 6)

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Grade	Standards	Technology
6	<p><a href="#">LAFS.6.L.3.4</a> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), <b>both print and digital</b>, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>- online dictionary/thesaurus software such as <a href="#">Wordsmyth</a></li> <li>- visual dictionaries such as <a href="#">Snappy Words</a></li> <li>- online word analysis tools such as <a href="#">Word Hippo</a></li> </ul>
6	<p><a href="#">LAFS.6.RI.3.7</a> Integrate information presented in <b>different media or formats</b> (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<ul style="list-style-type: none"> <li>- online video/media albums</li> <li>- online chart creators such as <a href="#">Create A Graph</a></li> <li>- online timeline creators such as <a href="#">Dipity</a></li> </ul>
6	<p><a href="#">LAFS.6.SL.1.2</a> Interpret information presented in <b>diverse media and formats</b> (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<ul style="list-style-type: none"> <li>- online video/media albums</li> <li>- online chart creators such as <a href="#">Create A Graph</a></li> <li>- online timeline creators such as <a href="#">Dipity</a></li> <li>- spreadsheet software such as Excel</li> <li>- word processing software such as Word</li> </ul>
6	<p><a href="#">LAFS.6.SL.2.5</a> Include <b>multimedia components</b> (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<ul style="list-style-type: none"> <li>- online graphics software such as <a href="#">Pixlr</a></li> <li>- online poster creators</li> <li>- audio recorders such as mp3 recorders or smartphones</li> <li>- online movie creators such as iMovie</li> </ul>
6	<p><a href="#">LAFS.6.W.1.2</a> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the</p>	<ul style="list-style-type: none"> <li>- mind-mapping applications such as <a href="#">Popplet</a></li> <li>- online video/media albums</li> <li>- online poster creators</li> </ul>

	<p>selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), <b>graphics</b> (e.g., charts, tables), and <b>multimedia</b> when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<ul style="list-style-type: none"> <li>- online artifact collectors</li> <li>- word cloud creators such as <a href="#">Wordle</a></li> <li>- word processors such as Word</li> </ul>
6	<p><a href="#">LAFS.6.W.2.6</a>  <b>Use technology, including the Internet</b>, to produce and publish writing as well as to interact and <b>collaborate with others</b>; demonstrate sufficient command of <b>keyboarding skills</b> to type a minimum of three pages in a single sitting.</p>	<ul style="list-style-type: none"> <li>- online blogs</li> <li>- wikis such as <a href="#">Wikispaces</a> Classroom</li> <li>- online keyboarding applications</li> <li>- office/productivity software such as Microsoft Word</li> </ul>
6	<p><a href="#">LAFS.6.W.3.8</a>  Gather relevant information from multiple <b>print and digital</b> sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<ul style="list-style-type: none"> <li>- kid-friendly search engines such as <a href="#">Safe Search Kids</a> from Google</li> <li>- online note-taking applications such as <a href="#">Study Blue</a></li> <li>- online plagiarism detectors such as <a href="#">DupliChecker</a></li> </ul>