Grade 6

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Subject	**Grade**	**Strand**	**Standard**	**Benchmark**

Grade 6: Reading Process

Fluency	Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
LA.6.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.	
Access Points for Students with Significant Cognitive Disabilities		
Independent: The student will read text with accuracy.	*Supported*: The student will read text with high frequency sight words and phonetically regular words with accuracy.	*Participatory*: The student will: - accurately and consistently identify pictures or symbols paired with words in stories and daily activities; and - identify pictures or symbols paired with words to indicate the next step in familiar daily activities.

Vocabulary Development	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.
	The student will:
LA.6.1.6.1	- use new vocabulary that is introduced and taught directly;
LA.6.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;
LA.6.1.6.3	- use context clues to determine meanings of unfamiliar words;
LA.6.1.6.4	- categorize key vocabulary and identify salient features;
LA.6.1.6.5	- relate new vocabulary to familiar words;
LA.6.1.6.6	- distinguish denotative and connotative meanings of words;
LA.6.1.6.7	- identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
LA.6.1.6.8	- identify advanced word/phrase relationships and their meanings;
LA.6.1.6.9	- determine the correct meaning of words with multiple meanings in context;
LA.6.1.6.10	- determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
LA.6.1.6.11	- identify the meaning of words and phrases derived from Greek and Roman mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).

Vocabulary Development	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

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Access Points for Students with Significant Cognitive Disabilities

Independent: The student will:	*Supported*: The student will:	*Participatory*: The student will:
- use new vocabulary that is introduced and taught directly; - listen to, read, and discuss a variety of text; - use context clues and graphics to determine meaning of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - use phonics skills to decode complex word families (e.g., -ieve); - recognize and use prefixes (re-, un-), suffixes (-s, -es), and irregular plurals; - determine the correct meaning of a word with multiple meanings (e.g., homographs) in context; and - determine the meaning of unknown words using a dictionary and digital tools.	- use new vocabulary that is introduced and taught directly; - listen to, read, and discuss a variety of text; - use context clues and illustrations to determine meaning of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - use phonics skills to decode words with common consonant blends, consonant and vowel digraphs, and r-controlled vowels; - recognize and use regular plurals, compound words, and contractions; - recognize common synonyms and antonyms; and - determine the meaning of unknown words using a picture dictionary and digital tools.	- respond to new vocabulary that is introduced and taught directly; - listen and respond to stories and informational text; - identify familiar persons, objects, and actions by name; and - select and respond to objects, pictures, or symbols paired with words in familiar classroom activities.

Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.

	The student will:
LA.6.1.7.1	- use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.6.1.7.2	- analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
LA.6.1.7.3	- determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.6.1.7.4	- identify cause-and-effect relationships in text;
LA.6.1.7.5	- analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
LA.6.1.7.6	- analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
LA.6.1.7.7	- compare and contrast elements in multiple texts; and

Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.

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	The student will:
LA.6.1.7.8	- use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

Access Points for Students with Significant Cognitive Disabilities

Independent: The student will:	*Supported*: The student will:	*Participatory*: The student will:
- use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g., table of contents, headings, simple charts, maps) to make and confirm predictions of - content and purpose of reading selections; - identify the author's purpose (e.g., to inform, entertain, persuade) using key words, phrases, and graphics in text; - determine the main idea or essential message in text through identifying relevant details and facts; - identify cause and effect relationships in stories and informational text; - identify text structures (e.g., comparison/contrast, explicit cause/ effect relationships, sequence of events) in narrative and informational text using strategies, including graphic organizers; - identify the theme in fiction or nonfiction selections; - identify similarities and differences in characters, actions, or settings in two texts; and - use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification.	- use background knowledge of the subject and text features (e.g., illustrations, title) to make predictions of content of reading selections; - identify the author's purpose (e.g., tell a story, give information, elicit feelings) in a variety of texts with graphics; - determine the main idea or essential message in text through identifying relevant details, including who, what, where, and when; - identify explicit cause and effect relationships in read-aloud stories and informational text; - identify fiction or nonfiction selections based on a theme; - identify similarities and differences in characters and settings in stories using strategies, including simple graphic organizers; and - uses strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and checking own understanding when reminded.	- identify persons, objects, actions, or events in read-aloud narrative and informational text used in daily activities; - respond to pictures or symbols paired with words used to guide classroom activities; - recognize details in read-aloud stories and informational text; - use pictures or symbols paired with words to achieve cause/effect outcomes in daily classroom activities; - recognize familiar read-aloud stories with a theme (e.g., friendship); and - use a resource when necessary to clarify meaning of pictures, symbols, or words in classroom activities.

Grade 6: Literary Analysis

Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
	The student will:
LA.6.2.1.1	- identify the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
LA.6.2.1.2	- locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction;
LA.6.2.1.3	- locate and analyze the effects of sound, meter, figurative and descriptive language, graphics (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning;
LA.6.2.1.4	- identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);
LA.6.2.1.5	- develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
LA.6.2.1.6	- write a book report, review, or critique that compares two or more works by the same author;
LA.6.2.1.7	- locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme;
LA.6.2.1.8	- compare language patterns and vocabulary of contemporary texts to those of historical texts;
LA.6.2.1.9	- explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; and
LA.6.2.1.10	- use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.

Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

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Access Points for Students with Significant Cognitive Disabilities

Independent: The student will:	*Supported*: The student will:	*Participatory*: The student will:
- identify characteristics of various genres of literature (e.g., fiction, poetry, drama); - identify characters, setting, plot structure, and theme in works of literature; - identify literary devices (e.g., sound, descriptive language) that communicate feelings and meaning; - identify themes (e.g., bravery, friendship, caring) in fiction; - write a reflection that describes how the characters, problem/solution, or theme in a literature selection connect to life experiences; - write a brief review or report on literature that includes a description of characters, setting, plot structure (e.g., problem/solution and sequence of events), and theme; - recognize the meaning of common idioms (e.g., hands off) and figurative language (e.g., runs like a deer); - identify examples of past and present language in literature of different historical periods; - identify themes (e.g., growing up, solving problems) in fiction texts of different historical periods; and - select a variety of fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.	- identify basic characteristics of various genres of literature (e.g., fiction, poetry); - identify characters, setting, events, and main problem in read-aloud works of literature; - identify literary devices (e.g., words that describe people, objects, feelings) in literature; - identify stories or drama based on a theme (e.g., bravery, friendship); - write a reflection that relates the main idea or problem/solution in a read-aloud literature selection to life experiences; - write a brief report or review of a story with illustrations that identifies characters, settings, events, or main problem; - recognize the meaning of common idioms (e.g., cross your fingers); - recognize language in familiar stories reflecting different historical periods; - identify stories of different historical periods based on a theme (e.g., growing up); and - select a variety of fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.	- identify characters, objects, actions, and feelings in read-aloud literature; - recognize rhythm, sounds, and words in read-aloud poetry and stories; - recognize familiar read-aloud stories with a theme (e.g., friendship); - use pictures, symbols, or words to identify characters, objects, actions, and feelings from familiar read-aloud literature; and - select fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.

Nonfiction	**Standard**: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.
	The student will:
LA.6.2.2.1	- locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
LA.6.2.2.2	- use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order;
LA.6.2.2.3	- organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
LA.6.2.2.4	- identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and
LA.6.2.2.5	- use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

Access Points for Students with Significant Cognitive Disabilities

Independent: The student will:	*Supported*: The student will:	*Participatory*: The student will:
- identify information provided in text features (e.g., table of contents, headings, simple charts, maps); - use information from nonfiction text to answer questions related to the main idea and supporting details; - organize information to show understanding (e.g., using simple graphic organizers); - identify a variety of nonfiction text (e.g., reference materials, dictionaries, newspapers, magazines); and - select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.	- identify information included in text features (e.g., illustrations, title, table of contents, headings); - use information from read-aloud nonfiction text to answer questions about the main idea and supporting details (e.g., who, what, where, when); - organize information to show understanding (e.g., using simple graphic organizers); - identify a variety of nonfiction text (e.g., easy-to-read reference materials, dictionaries); and - select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.	- recognize pictures or symbols paired with words in informational text used to guide classroom activities; - respond purposefully to pictures or symbols paired with words used to guide classroom activities; - recognize pictures, or symbols paired with words depicting a sequence in familiar activities; and - select nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.

Grade 6: Writing Process

Prewriting	Standard: The student will use prewriting strategies to generate ideas and formulate a plan.
	The student will prewrite by:
LA.6.3.1.1	- generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests;
LA.6.3.1.2	- making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence; and
LA.6.3.1.3	- using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map).

Access Points for Students with Significant Cognitive Disabilities		
Independent: The student will prewrite by - generating ideas through a variety of activities (e.g. brainstorming, graphic organizers, group discussions, printed materials); - identifying the purpose (e.g., inform, tell a story, entertain) and intended audience for writing; and - using graphic organizers, outlines, or charts to create a plan for writing that identifies the main idea and supporting details.	*Supported*: The student will prewrite by: - generating ideas through a variety of activities (e.g., responding to prompts, viewing pictures, listening to text, group discussion); - identifying the purpose and intended audience for writing; and - determining the main topic and details.	*Participatory*: The student will select a familiar person, object, activity, or event as the topic of communication.

Drafting	Standard: The student will write a draft appropriate to the topic, audience, and purpose.
	The student will draft writing by:
LA.6.3.2.1	- developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience;
LA.6.3.2.2	- organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and
LA.6.3.2.3	- analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices.

Access Points for Students with Significant Cognitive Disabilities		
Independent: The student will draft writing by: - using a prewriting plan to develop the main idea and supporting details; and - organizing ideas into a logical sequence.	*Supported*: The student will draft writing by: - describing topics based on ideas developed in a plan; and - organizing the ideas according to the purpose.	*Participatory*: The student will make an initial attempt to communicate information about a familiar person, object, activity, or event using pictures, symbols, or words.

Revising	Standard: The student will revise and refine the draft for clarity and effectiveness.
	The student will revise by:
LA.6.3.3.1	- evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
LA.6.3.3.2	- creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending);
LA.6.3.3.3	- creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
LA.6.3.3.4	- applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

Access Points for Students with Significant Cognitive Disabilities		
Independent: The student will revise by: - reviewing for clarity of content, organization, and word choice and use of simple and compound sentences to express ideas; - improving connections between main ideas and details and adding details needed to communicate the purpose; - changing words and adding transitional words to clarify meaning or add interest using resources and materials to select appropriate vocabulary; and - using tools and strategies (e.g., checklists, teacher review, peer review) to improve the draft.	*Supported*: The student will revise by: - reviewing draft to clarify content and use of complete sentences to express ideas; - improving the connection between main ideas and details; - adding descriptive words or details; and - using tools, strategies, and resources to improve the draft (e.g., teacher or peer review, dictionary).	*Participatory*: The student will adjust information communicated about a familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words.

Editing for Language Conventions	Standard: The student will edit and correct the draft for standard language conventions.
	The student will edit for correct use of:
LA.6.3.4.1	- spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;
LA.6.3.4.2	- capitalization, including major words in titles of books, plays, movies, and television programs;
LA.6.3.4.3	- punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources;
LA.6.3.4.4	- the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection); and
LA.6.3.4.5	- consistency in verb tense in simple, compound, and complex sentences.

Access Points for Students with Significant Cognitive Disabilities

Independent: The student will edit for correct use of:	Supported: The student will edit for correct use of:	Participatory: The student will adjust information communicated about a familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words.
- spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resource as necessary; - capitalization, including but not limited to proper nouns, the pronoun "I," and the initial word of sentences; - end punctuation (period, question mark, exclamation point) for sentences; - singular and plural nouns; and - verb tense and complete sentences.	- left to right progression and sequencing; - spelling of words, using a word bank, dictionary, or other resource as necessary; - capitalization of proper names; the pronoun "I," and the initial word of sentences; - end punctuation (period) in complete sentences; and - complete sentences.	

Publishing	Standard: The student will write a final product for the intended audience.
	The student will:
LA.6.3.5.1	- prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
LA.6.3.5.2	- use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and
LA.6.3.5.3	- share the writing with the intended audience.

Access Points for Students with Significant Cognitive Disabilities

Independent: The student will:	Supported: The student will:	Participatory: The student will effectively communicate information about a familiar person, object, activity, or event using pictures, symbols, or words.
- prepare writing in a format appropriate to audience and purpose; - use required spacing and margins and graphics and illustrations as needed; and - share writing with the intended audience.	- prepare writing in a format appropriate to audience and purpose; - use spacing and margins as required in the final product; and - share writing with the intended audience.	

Grade 6: Writing Applications

Creative	Standard: The student develops and demonstrates creative writing.
	The student will:
LA.6.4.1.1	- write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone; and
LA.6.4.1.2	- write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.

Access Points for Students with Significant Cognitive Disabilities

Independent: The student will:	Supported: The student will:	Participatory: The student will:
- write narratives about events that include a main idea, descriptive details, characters, a sequence of events, and setting; and - write expressive forms (e.g., poems, skits) that include rhythm and rhyme, dialogue, and appropriate format.	- write narratives about persons, objects, and events that include a main idea and characters by creating stories supported by pictures; and - contribute to group writing of poetry, rhymes, or skits.	- communicate information that tells about familiar persons, objects, and events; and - recognize rhythm, sounds, and words in familiar poetry, songs, and rhymes.

Informative	Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.
	The student will:
LA.6.4.2.1	- write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
LA.6.4.2.2	- record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used;
LA.6.4.2.3	- write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs;
LA.6.4.2.4	- write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
LA.6.4.2.5	- write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.

Access Points for Students with Significant Cognitive Disabilities

Independent: The student will:	Supported: The student will:	Participatory: The student will:
- write in a variety of expository forms (e.g., journal, log, newsletter article); - record information (e.g., observations, notes, lists, labels, charts) related to a topic; - write an expository paragraph that includes a topic sentence and relevant information; - compose a friendly letter, invitation, message, thank-you note, and a formal letter using a model; and - write functional text (e.g., two-step instructions, directions, recipes, labels, graphs).	- write in an expository form (e.g., daily journal, log); - record information (e.g., lists, labels, observations, charts) related to a topic; - write expository text, with illustrations or graphics, that includes information about the topic; - compose invitations, messages, and thank-you notes using a model; and - produce functional text supported by pictures (e.g., two-step directions, information signs, basic recipes).	- communicate information about persons or objects using pictures, symbols, or words; - communicate information about classroom activities; - use gestures and expressions to greet or invite others to engage in an activity or express appreciation; and - express preferences and choices.

Persuasive	Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

	The student will:
LA.6.4.3.1	- write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence;
LA.6.4.3.2	- include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).

Access Points for Students with Significant Cognitive Disabilities		
Independent: The student will select a favorite topic or activity and write persuasive text (e.g., advertisement, poster, message) that shows why the topic or activity is important.	*Supported*: The student will describe a favorite topic and list reasons why that topic is the favorite.	*Participatory*: The student will communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.

Grade 6: Communication

Penmanship	Standard: The student engages in the writing process and writes to communicate ideas and experiences.
LA.6.5.1.1	The student will use fluent and legible handwriting skills.

Access Points for Students with Significant Cognitive Disabilities		
Independent: The student will use legible handwriting.	*Supported*: The student will write words using upper case and lower case letters, proper spacing, and sequencing.	*Participatory*: The student will use pictures, symbols, or words to communicate meaning.

Listening and Speaking	Standard: The student effectively applies listening and speaking strategies.

	The student will:
LA.6.5.2.1	- listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details); and
LA.6.5.2.2	- deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology and supporting graphics appropriate to the situation.

Access Points for Students with Significant Cognitive Disabilities		
Independent: The student will: - listen and gain information for a variety of purposes including but not limited to identifying main idea, supporting details (e.g., who, what, where, when, how, why), and sequence of events; and - give oral presentations about topics using appropriate language choices, body language, and eye contact.	*Supported*: The student will: - listen and gain information for a variety of purposes including but not limited to determining main idea, supporting details (e.g., who, what, where, and when), and sequence of events; and - give informal oral presentations to retell stories or personal experiences using appropriate language choices and body language.	*Participatory*: The student will: - listen and gain information for different purposes (e.g., instruction in daily tasks); and - use language to communicate information in classroom activities.

Informational Text	Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.
	The student will:
LA.6.6.1.1	- explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
LA.6.6.1.2	- use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
LA.6.6.1.3	- create a technical manual or solve a problem.

Access Points for Students with Significant Cognitive Disabilities		
Independent: The student will: - locate information in text features (e.g., table of contents, headings, simple charts and maps, text styles, glossary); and - use sources of information (e.g., consumer, workplace, other real-world situations) to follow instructions and procedures, solve problems, and make decisions.	*Supported*: The student will: - identify information in text features (e.g., illustrations, title, table of contents, headings); and - use easy-to-read informational materials (e.g., consumer, workplace, other real-world situations) with graphics to follow instructions, solve problems, and perform tasks.	*Participatory*: The student will use familiar pictures, symbols, or words to complete tasks in classroom or school activities.

Research Process	Standard: The student uses a systematic process for the collection, processing, and presentation of information.
	The student will:
LA.6.6.2.1	- select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources;
LA.6.6.2.2	- collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details;
LA.6.6.2.3	- write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and list of sources used; and
LA.6.6.2.4	- explain and demonstrate an understanding of the importance of ethical research practices, including the need to avoid plagiarism, and know the associated consequences.

Research Process	Standard: The student uses a systematic process for the collection, processing, and presentation of information.

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Access Points for Students with Significant Cognitive Disabilities

Independent: The student will:	*Supported*: The student will:	*Participatory*: The student will:
- select a topic for inquiry and use a predetermined search plan to select reference materials (e.g., nonfiction books, dictionaries, digital references, software); - identify information from references to answer search questions; - write a report that includes a title, main idea(s) and relevant details in an organized sequence with a closing statement, and a list of sources used; and - record simple bibliographic data and identify ethical practices for using information (e.g., not claiming ownership of others' ideas).	- ask questions for a search on a topic and locate information in teacher-recommended digital or print references or other sources; - use information from teacher-recommended references or other sources to answer search questions; - write a simple report that includes a title, relevant details, illustrations or graphics, and a list of sources used: and - identify the titles of references or other sources used to answer search questions.	- select an object to explore and use a teacher-recommended source for information; - select pictures, symbols, or words that relate to the selected object or picture and seek assistance to clarify meaning of pictures, symbols, or words; - communicate information about the selected object or picture using pictures, symbols, or words; and - identify objects, books, and print material that belong to others.

Media Literacy	Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.

	The student will:
LA.6.6.3.1	- analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media; and
LA.6.6.3.2	- demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.

Access Points for Students with Significant Cognitive Disabilities

Independent: The student will:	*Supported*: The student will:	*Participatory*: The student will respond to production elements (e.g., motion, sound, color) used in media.
- identify how production elements (e.g., graphics, color, sound) enhance communication in media; and - select media to enhance communication.	- recognize production elements (e.g., color, sound, motion) used in media; and - use teacher-recommended media to communicate information.	

Technology	Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.
	The student will:
LA.6.6.4.1	- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, online); and
LA.6.6.4.2	- determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.

Access Points for Students with Significant Cognitive Disabilities		
Independent: The student will: - use appropriate available technologies to enhance communication; and - use digital tools for publishing or presenting a topic or story with text and graphics.	*Supported*: The student will: - use an appropriate available technology to enhance communication; and - use digital tools to present a topic or story.	*Participatory*: The student will: - use an appropriate available technology to enhance communication; and - use a technology tool to communicate information.