



Alignment Document  
State of Florida and Aventa Learning

**Language Arts 6**

<b>Strand</b>	<b>Common Curriculum Goal</b>	<b>Standard</b>	<b>Lesson Name</b>
Reading Process	Fluency	The student will adjust reading rate based on purpose, text difficulty, form, and style.	Throughout course
	Vocabulary Development	The student will use new vocabulary that is introduced and taught directly;	Lesson 2: History of the English Language
		The student will listen to, read, and discuss familiar and conceptually challenging text;	Lesson 5: Responding as a Reader to Make Meaning
		The student will use context clues to determine meanings of unfamiliar words;	Lesson 3: Using Words to Make Meaning
		The student will categorize key vocabulary and identify salient features;	Lesson 3: Using Words to Make Meaning
		The student will relate new vocabulary to familiar words;	Lesson 3: Using Words to Make Meaning
		The student will distinguish denotative and connotative meanings of words;	Lesson 3: Using Words to Make Meaning
		The student will identify and	Lesson 3: Using Words to

		understand the meaning of conceptually advanced prefixes, suffixes, and root words;	Make Meaning
		The student will identify advanced word/phrase relationships and their meanings;	Lesson 3: Using Words to Make Meaning
		The student will determine the correct meaning of words with multiple meanings in context;	Lesson 3: Using Words to Make Meaning
		The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and	Lesson 2: History of the English Language
		The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).	Lesson 3: Using Words to Make Meaning
	Reading Comprehension	The student will 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;	Lesson 4: Using Inferences to Make Meaning

		The student will analyze the authors purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;	Lesson 4: Using Inferences to Make Meaning
		The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;	Lesson 4: Using Inferences to Make Meaning
		The student will identify cause-and-effect relationships in text;	Lesson 29: Cause and Effect
		The student will 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;	Lesson 22: Autobiography
		The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;	Throughout course
		The student will compare and contrast elements in multiple texts; and	Lesson 22: Autobiography
		The student will use strategies to repair comprehension of grade-appropriate text when self-	Lesson 27: Nonfiction Book Project

		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.	
Literary Analysis	Fiction	The student will identify the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;	Lesson 5: Responding as a Reader to Make Meaning; Lesson 15: Drama; Lesson 13: Poetry
		The student will 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;	Lesson 7: Understanding Plot
		The student will 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;	Lesson 14: More on Poetry
		The student will identify and explain recurring themes across a variety of works (e.g., bravery,	Throughout course

		friendship, loyalty, good vs. evil);	
		The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;	Lesson 8: Analyzing a Short Story
		The student will write a book report, review, or critique that compares two or more works by the same author;	Lesson 8: Analyzing a Short Story
		The student will 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;	Lesson 8: Analyzing a Short Story
		The student will compare language patterns and vocabulary of contemporary texts to those of historical texts;	Lesson 8: Analyzing a Short Story
		The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; and	Lesson 8: Analyzing a Short Story
		The student will 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	Lesson 10: Novel Project

		necessary to function as a fully literate member of a shared culture.	
	Nonfiction	The student will 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);	Lesson 23: Encyclopedia and Textbook
		The student will use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order;	Lesson 22: Autobiography
		The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);	Lesson 21: Biography
		The student will identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and	Lesson 26: Magazine Articles; Lesson 20: Comprehension Strategies for Nonfiction
		The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas,	Lesson 27: Nonfiction Book Project

		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.	
Writing Process	Prewriting	The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests;	Lesson 34: Research Project-Brainstorming and Researching
		The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence; and	Lesson 35: Research Project-Planning and Drafting
		The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map).	Lesson 35: Research Project-Planning and Drafting
	Drafting	The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience;	Lesson 35: Research Project-Planning and Drafting
		The student will draft writing by organizing information into a logical sequence and combining or	Lesson 35: Research Project-Planning and Drafting

		deleting sentences to enhance clarity; and	
		The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices.	Lesson 35: Research Project-Planning and Drafting
	Revising	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;	Lesson 36: Research Project-Editing, Revising, and Final Draft
		The student will revise by 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);	Lesson 36: Research Project-Editing, Revising, and Final Draft
		The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and	Lesson 36: Research Project-Editing, Revising, and Final Draft

		modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and	
		The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).	Lesson 36: Research Project-Editing, Revising, and Final Draft
	Editing for Language Conventions	The student will edit for correct use of 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;	Lesson 36: Research Project-Editing, Revising, and Final Draft
		The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs;	Lesson 36: Research Project-Editing, Revising, and Final Draft
		The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources;	Lesson 36: Research Project-Editing, Revising, and Final Draft
		The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition,	Lesson 36: Research Project-Editing, Revising, and Final Draft

		interjection); and	
		The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences.	Lesson 36: Research Project-Editing, Revising, and Final Draft
	Publishing	The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);	Lesson 36: Research Project-Editing, Revising, and Final Draft
		The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and	Lesson 36: Research Project-Editing, Revising, and Final Draft
		The student will share the writing with the intended audience.	Lesson 36: Research Project-Editing, Revising, and Final Draft
Writing Applications	Creative	The student will 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	Lesson 11: Writing a Short Story
		The student will write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative	Lesson 11: Writing a Short Story; Lesson 13: Poetry

		language, rhythm, dialogue, characterization, and/or appropriate format.	
	Informative	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);	Lesson 29: Cause and Effect
		The student will 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;	Lesson 31: Persuasive Nonfiction
		The student will 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;	Lesson 35: Research Project-Planning and Drafting
		The student will 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	Throughout course

		include the date, proper salutation, body, closing and signature; and	
		The student will write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.	Lesson 35: Research Project-Planning and Drafting
	Persuasive	The student will 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;and	Lesson 32: Persuasive Oral Presentation
		The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).	Lesson 32: Persuasive Oral Presentation
Communication	Penmanship	The student will use fluent and legible handwriting skills.	Throughout course
	Listening and Speaking	The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details); and	Lesson 32: Persuasive Oral Presentation
		The student will deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact,	Lesson 30: Oral Presentation; Lesson 32: Persuasive Oral Presentation

		gestures, technology and supporting graphics appropriate to the situation.	
Information and Media Literacy	Informational Text	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;	Lesson 28: Expository Nonfiction
		The student will 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	Lesson 28: Expository Nonfiction
		The student will create a technical manual or solve a problem.	Lesson 28: Expository Nonfiction
	Research Process	The student will 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;	Lesson 34: Research Project-Brainstorming and Researching
		The student will 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;	Lesson 34: Research Project-Brainstorming and Researching

		The student will 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	Lesson 35: Research Project-Planning and Drafting
		The student will explain and demonstrate an understanding of the importance of ethical research practices, including the need to avoid plagiarism, and know the associated consequences.	Lesson 34: Research Project-Brainstorming and Researching
	Media Literacy	The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media; and	Lesson 32: Persuasive Oral Presentation
		The student will demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.	Lesson 32: Persuasive Oral Presentation
	Technology	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, online); and	Lesson 27: Nonfiction Book Project
		The student will determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.	Lesson 27: Nonfiction Book Project