



Alignment Document
State of Indiana and Aventa Learning

Language Arts 6

Strand	Common Curriculum Goal	Standard	Lesson Name
Reading	6.1 Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	6.1.1 Read aloud grade-level-appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice, and expression.	Lesson 3: Using Words to Make Meaning
		6.1.2 Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.	Lesson 18: Analyzing Poetry
		6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	Lesson 2: History of the English Language
		6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.	Lesson 19: Fiction vs. Nonfiction
		6.1.5 Understand and explain slight differences in meaning in related words.	



Alignment Document
State of Indiana and Aventa Learning

Language Arts 6

Strand	Common Curriculum Goal	Standard	Lesson Name
	6.2 Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 6, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.	6.2.1 Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.	Lesson 25: Newspaper Articles; Lesson 26: Magazine Articles
		6.2.2 Analyze text that uses a compare-and-contrast organizational pattern.	Lesson 22: Autobiography
		6.2.3 Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.	Lesson 26: Magazine Articles
		6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.	Lesson 26: Magazine Articles
		6.2.5 Follow multiple-step instructions for preparing applications.	
		6.2.6 Determine the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.	Lesson 4: Using Inferences and Purpose to Make Meaning



Alignment Document
State of Indiana and Aventa Learning

Language Arts 6

Strand	Common Curriculum Goal	Standard	Lesson Name
		6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.	Lesson 7: Understanding Plot
		6.2.8 Identify how an author's choice of words, examples, and reasons are used to persuade the reader of something.	Lesson 31: Persuasive Nonfiction
		6.2.9 Identify problems with an author's use of figures of speech, logic, or reasoning (assumption and choice of facts or evidence).	Lesson 31: Persuasive Nonfiction
	6.3 Students read and respond to grade-level-appropriate historically or culturally significant works of literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 6, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.	6.3.1 Identify different types (genres) of fiction and describe the major characteristics of each form.	Lesson 1: Welcome to the World of Literature; Lesson 8: Analyzing a Short Story; Lesson 13: Poetry
		6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.	Lesson 7: Understanding Plot
		6.3.3 Analyze the influence of the setting on the problem and its resolution.	Lesson 7: Understanding Plot



Alignment Document
State of Indiana and Aventa Learning

Language Arts 6

Strand	Common Curriculum Goal	Standard	Lesson Name
		6.3.4 Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as wild and woolly or threatening throngs), and rhyme.	Lesson 18: Analyzing Poetry
		6.3.5 Identify the speaker and recognize the difference between first-person (the narrator tells the story from the “I” perspective) and third-person (the narrator tells the story from an outside perspective) narration.	Lesson 6: Responding to Literature II
		6.3.6 Identify and analyze features of themes conveyed through characters, actions, and images.	Lesson 8: Analyzing a Short Story
	6.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.	6.3.7.a Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace	
		6.3.7.b Imagery: the use of language to create vivid pictures in the reader’s mind	Lesson 18: Analyzing Poetry
		6.3.7.c Metaphor: an implied comparison in which a word or phrase is used in place of another, such as He was drowning in money.	Lesson 18: Analyzing Poetry



Alignment Document
State of Indiana and Aventa Learning

Language Arts 6

Strand	Common Curriculum Goal	Standard	Lesson Name
	6.3 Students read and respond to grade-level-appropriate historically or culturally significant works of literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 6, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.	6.3.9 Identify the main problem or conflict of the plot and explain how it is resolved.	Lesson 7: Understanding Plot
		6.3.8 Critique the believability of characters and the degree to which a plot is believable or realistic.	Lesson 7: Understanding Plot
Writing	6.4 Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	6.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	Lesosn 24: Nonfiction Articles
		6.4.2 Choose the form of writing that best suits the intended purpose.	Lesosn 24: Nonfiction Articles
	6.4.3 Write informational pieces of several paragraphs that:	6.4.3.a engage the interest of the reader.	Lesosn 24: Nonfiction Articles
		6.4.3.b state a clear purpose.	Lesson 27: Nonfiction Book Project



Alignment Document
State of Indiana and Aventa Learning

Language Arts 6

Strand	Common Curriculum Goal	Standard	Lesson Name
		6.4.3.c develop the topic with supporting details and precise language.	Lesson 27: Nonfiction Book Project
		6.4.3.d conclude with a detailed summary linked to the purpose of the composition.	Lesson 27: Nonfiction Book Project
	6.4 Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	6.4.4 Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.	Lesson 23: Encyclopedia and Textbook
		6.4.5 Use note-taking skills when completing research for writing.	Lesson 34: Research Project- Brainstorming and Researching
		6.4.6 Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.	Lesson 23: Encyclopedia and Textbook
		6.4.7 Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.	Lesson 35: Research Project- Planning and Drafting
		6.4.8 Review, evaluate, and revise writing for meaning and clarity.	Lesson 36: Research Project- Editing, Revising, and Final Project



Alignment Document
State of Indiana and Aventa Learning

Language Arts 6

Strand	Common Curriculum Goal	Standard	Lesson Name
		6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	Lesson 36: Research Project- Editing, Revising, and Final Project
		6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs.	Lesson 36: Research Project- Editing, Revising, and Final Project
	6.5.1 Write narratives that:	6.5.1.a establish and develop a plot and setting and present a point of view that is appropriate to the stories.	Lesson 11: Writing a Short Story
		6.5.1.b include sensory details and clear language to develop plot and character.	Lesson 11: Writing a Short Story
		6.5.1.c use a range of narrative devices, such as dialogue or suspense.	Lesson 12: More on Short Stories
	6.5.2 Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that:	6.5.2.a state the thesis (position on the topic) or purpose.	Lesson 29: Cause and Effect
		6.5.2.b explain the situation.	Lesson 29: Cause and Effect
		6.5.2.c organize the composition clearly.	Lesson 29: Cause and Effect
		6.5.2.d offer evidence to support arguments and conclusions.	Lesson 35: Research Project- Planning and Drafting
	6.5.4 Write responses to literature that:	6.5.4.a develop an interpretation that shows careful reading, understanding, and insight.	Lesson 5: Responding as a Reader to Make Meaning
		6.5.4.b organize the interpretation around several clear ideas.	Lesson 5: Responding as a Reader to Make Meaning
		6.5.4.c support statements with evidence from the text.	Lesson 8: Analyzing a Short Story



Alignment Document
State of Indiana and Aventa Learning

Language Arts 6

Strand	Common Curriculum Goal	Standard	Lesson Name
	6.5.5 Write persuasive compositions that:	6.5.5.a state a clear position on a proposition or proposal.	Lesson 32: Persuasive Oral Presentation
		6.5.5.b support the position with organized and relevant evidence and effective emotional appeals.	Lesson 32: Persuasive Oral Presentation
		6.5.5.c anticipate and address reader concerns and counterarguments.	Lesson 32: Persuasive Oral Presentation
	6.5 At Grade 6, students write narrative, expository (informational), persuasive, and descriptive texts (research reports of 400 to 700 words or more). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.	6.5.6 Use varied word choices to make writing interesting.	Lesson 28: Expository Nonfiction
		6.5.7 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary.	Lesson 28: Expository Nonfiction
		6.5.8 Write summaries that contain the main ideas of the reading selection and the most significant details.	Lesson 26: Magazine Articles



Alignment Document
State of Indiana and Aventa Learning

Language Arts 6

Strand	Common Curriculum Goal	Standard	Lesson Name
	6.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:	6.5.3.a uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.	Lesson 23: Encyclopedia and Textbook
		6.5.3.b demonstrates that information that has been gathered has been summarized.	Lesson 23: Encyclopedia and Textbook
		6.5.3.c demonstrates that sources have been evaluated for accuracy, bias, and credibility.	Lesson 34: Research Project-Brainstorming and Researching
		6.5.3.d organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).	Lesson 34: Research Project-Brainstorming and Researching
	6.6 Students write using Standard English conventions appropriate to this grade level.	6.6.1 Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.	Lesson 28: Expository Nonfiction
	6.6.6 Identify and correctly use prepositional phrases (for school or In the beginning), appositives (We played the Cougars, the team from Newport), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).	6.6.6.a We began our canoe trip on the White River (prepositional phrase) when it stopped raining (subordinate clause).	Lesson 33: Grammar, Punctuation, and Usage



Alignment Document
State of Indiana and Aventa Learning

Language Arts 6

Strand	Common Curriculum Goal	Standard	Lesson Name
		6.6.6.b Famous for their first flight at Kitty Hawk (appositive), the Wright brothers are legendary in aviation (main clause).	
	6.6.2 Identify and properly use indefinite pronouns (all, another, both, each, either, few, many, none, one, other, several, some), present perfect (have been, has been), past perfect (had been), and future perfect verb tenses (shall have been); ensure that verbs agree with compound subjects.	6.6.2.a Indefinite pronouns: Each should do his or her work.	Lesson 33: Grammar, Punctuation, and Usage
		6.6.2.b Indefinite pronouns: Many were absent today.	Lesson 33: Grammar, Punctuation, and Usage
		6.6.2.c Correct verb agreement: Todd and Amanda were chosen to star in the play.	Lesson 33: Grammar, Punctuation, and Usage
		6.6.2.d Incorrect verb agreement: Todd and Amanda was chosen to star in the play.	Lesson 33: Grammar, Punctuation, and Usage
	6.6 Students write using Standard English conventions appropriate to this grade level.	6.6.3 Use colons after the salutation (greeting) in business letters (Dear Sir:), semicolons to connect main clauses (The girl went to school; her brother stayed home.), and commas before the conjunction in compound sentences (We worked all day, but we didn't complete the project.).	Lesson 33: Grammar, Punctuation, and Usage
		6.6.4 Use correct capitalization.	Lesson 33: Grammar, Punctuation, and Usage



Alignment Document
State of Indiana and Aventa Learning

Language Arts 6

Strand	Common Curriculum Goal	Standard	Lesson Name
		6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).	
Listening and Speaking	6.7 Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.	6.7.1 Relate the speaker's verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).	Lesson 32: Persuasive Oral Presentation
		6.7.2 Identify the tone, mood, and emotion conveyed in the oral communication.	Lesson 32: Persuasive Oral Presentation
		6.7.3 Restate and carry out multiple-step oral instructions and directions.	
		6.7.15 Ask questions that seek information not already discussed.	Lesson 32: Persuasive Oral Presentation
		6.7.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience.	



Alignment Document
State of Indiana and Aventa Learning

Language Arts 6

Strand	Common Curriculum Goal	Standard	Lesson Name
		6.7.5 Emphasize important points to assist the listener in following the main ideas and concepts.	
		6.7.6 Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.	Lesson 32: Persuasive Oral Presentation
		6.7.7 Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.	Lesson 32: Persuasive Oral Presentation
		6.7.8 Analyze the use of rhetorical devices, including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (naming something by using a sound associated with it, such as hiss or buzz), for intent and effect.	
		6.7.9 Identify persuasive and propaganda techniques (such as the use of words or images that appeal to emotions or an unsupported premise) used in electronic media (television, radio, online sources) and identify false and misleading information.	Lesson 32: Persuasive Oral Presentation
		6.7.16 Identify powerful techniques used to influence readers or viewers and evaluate evidence used to support these techniques.	Lesson 32: Persuasive Oral Presentation
	6.7.10 Deliver narrative presentations that:	6.7.10.a establish a context, plot, and point of view.	
		6.7.10.b include sensory details and specific language to develop the plot and character.	



Alignment Document
State of Indiana and Aventa Learning

Language Arts 6

Strand	Common Curriculum Goal	Standard	Lesson Name
		6.7.10.c use a range of narrative (story) devices, including dialogue, tension, or suspense.	
	6.7 Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.	6.7.17 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	Lesson 30: Oral Presentation
	6.7.11 Deliver informative presentations that:	6.7.11.a pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.	Lesson 35: Research Project- Planning and Drafting
		6.7.11.b develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information.	Lesson 36: Research Project- Editing, Revising, and Final Project
	6.7.12 Deliver oral responses to literature that:	6.7.12.a develop an interpretation that shows careful reading, understanding, and insight.	
		6.7.12.b organize the presentation around several clear ideas, premises, or images.	



Alignment Document
State of Indiana and Aventa Learning

Language Arts 6

Strand	Common Curriculum Goal	Standard	Lesson Name
		6.7.12.c develop and justify the interpretation through the use of examples from the text.	
	6.7.13 Deliver persuasive presentations that:	6.7.13.a provide a clear statement of the position.	Lesson 32: Persuasive Oral Presentation
		6.7.13.b include relevant evidence.	Lesson 32: Persuasive Oral Presentation
		6.7.13.c offer a logical sequence of information.	Lesson 32: Persuasive Oral Presentation
		6.7.13.d engage the listener and try to gain acceptance of the proposition or proposal.	Lesson 32: Persuasive Oral Presentation
	6.7.14 Deliver presentations on problems and solutions that:	6.7.14.a theorize on the causes and effects of each problem.	
		6.7.14.b establish connections between the defined problem and at least one solution.	
		6.7.14.c offer persuasive evidence to support the definition of the problem and the proposed solutions.	