



Alignment Document
State of Maryland and Aventa Learning

Language Arts 6

Strand	Common Curriculum Goal	Standard	Lesson Name
1.0 General Reading Processes	1.C.1 Read orally at an appropriate rate	1.C.1.a Read familiar text at a rate that is conversational and consistent	
	1.C.2 Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression	1.C.2.a Apply knowledge of word structures and patterns to read with automaticity	Lesson 6: Responding to Literature II
	1.C.2.b Demonstrate appropriate use of phrasing	1.C.2.b.1 Attend to sentence patterns and structures that signal meaning in text	Lesson 28: Expository Nonfiction
		1.C.2.b.2 Use punctuation cues to guide meaning and expression	Lesson 33: Grammar, Punctuation, and Usage
		1.C.2.b.3 Use pacing and intonation to convey meaning and expression	Lesson 32: Persuasive Oral Presentation
		1.C.2.b.4 Adjust intonation and pitch appropriately	Lesson 28: Expository Nonfiction
	1.C.2 Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression	1.C.2.c Increase sight words read fluently	
	1.D.1 Develop and apply vocabulary through exposure to a variety of texts	1.D.1.a Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts	Lesson 27: Nonfiction Book Project
		1.D.1.b Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	
	1.D.2 Apply a conceptual understanding of new words	1.D.2.a Classify and categorize increasingly complex words into sets and groups	
		1.D.2.b Explain relationships between and among words	Lesson 27: Nonfiction Book Project
	1.D.3 Understand, acquire, and use new vocabulary	1.D.3.a Use context to determine the meanings of words	Lesson 27: Nonfiction Book Project
		1.D.3.b Use word structure to determine the meanings of words	Lesson 25: Newspaper Articles



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		1.D.3.c Use resources to confirm definitions and gather further information about words	Lesson 3: Using Words to Make Meaning
		1.D.3.d Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	Lesson 32: Persuasive Oral Presentation
	1.E.1 Develop and apply comprehension skills through exposure to a variety of texts, including traditional print and electronic texts	1.E.1.a Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socioeconomic background	Lesson 30: Oral Presentation
		1.E.1.b Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	covered in the course throughout assigned reading as well as independent reading requirements
		1.E.1.c Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	covered in the course through regular use of discussion board - for example: Lesson 4: Using Inferences to Make Meaning
	1.E.2 Use strategies to prepare for reading (before reading)	1.E.2.a Survey and preview the text	Lesson 20: Comprehension Strategies for Nonfiction
		1.E.2.b Set a purpose for reading the text	Lesson 21: Biography
		1.E.2.c Make predictions and ask questions about the text	Lesson 4: Using Inferences and Purpose to Make Meaning
		1.E.2.d Make connections to the text from prior knowledge and experiences	Lesson 4: Using Inferences and Purpose to Make Meaning
	1.E.3 Use strategies to make meaning from text (during reading)	1.E.3.a Reread the difficult parts slowly and carefully	



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		1.E.3.b Use own words to restate the difficult part	Lesson 21: Biography
		1.E.3.c Read on and revisit the difficult part	Lesson 21: Biography
		1.E.3.d Skim the text to search for connections between and among ideas	
		1.E.3.e Make, confirm, or adjust predictions	
		1.E.3.f Periodically summarize while reading	Lesson 21: Biography
		1.E.3.g Periodically paraphrase important ideas or information	Lesson 21: Biography
		1.E.3.h Visualize what was read for deeper understanding	Lesson 21: Biography
		1.E.3.i Use a graphic organizer or another note taking technique to record important ideas or information	Lesson 21: Biography
		1.E.3.j Explain personal connections to the ideas or information in the text	Lesson 21: Biography
	1.E.4 Use strategies to demonstrate understanding of the text (after reading)	1.E.4.a Identify and explain the main idea	Lesson 25: Newspaper Articles
		1.E.4.b Identify and explain what is directly stated in the text	Lesson 25: Newspaper Articles
		1.E.4.c Identify and explain what is not directly stated in the text by drawing inferences	Lesson 4: Using Inferences and Purpose to Make Meaning
		1.E.4.d Draw conclusions or make generalizations about the text	Lesson 4: Using Inferences and Purpose to Make Meaning
		1.E.4.e Confirm, refute, or make predictions and form new ideas	Lesson 4: Using Inferences and Purpose to Make Meaning



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		1.E.4.f Paraphrase the main idea	Lesson 25: Newspaper Articles
		1.E.4.g Summarize	Lesson 21: Biography
		1.E.4.h Connect the text to prior knowledge or personal experience	Lesson 25: Newspaper Articles
2.0 Students will read, comprehend, interpret, analyze, and evaluate informational texts.	2.A.1 Develop and apply comprehension skills by reading a variety of self-selected and assigned print and non-print informational texts, including electronic media	2.A.1.a Read, use, and identify the characteristics of nonfiction materials such as textbooks, appropriate reference materials, research and historical documents, personal narratives, diaries, journals, biographies, newspapers, letters, articles, web sites and other online materials, other appropriate content-specific texts to gain information and content knowledge	Lesson 20: Comprehension Strategies for Nonfiction
		2.A.1.b Read, use, and identify the characteristics of functional documents such as sets of directions, science investigations, atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules, invitations, recipes, advertisements, other functional documents	Lesson 23: Encyclopedia and Textbook
		2.A.1.c Select and read to gain information from personal interest materials, such as brochures, books, magazines, cookbooks, catalogs, and web sites	Lesson 27: Nonfiction Book Project
	2.A.2 Identify and use text features to facilitate understanding of informational texts	2.A.2.a Use print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, and other appropriate contentspecific texts	Lesson 23: Encyclopedia and Textbook



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		2.A.2.b Use graphic aids such as illustrations and pictures, photographs, drawings, sketches, cartoons, maps (key, scale, legend), graphs, charts/tables, and diagrams, other graphic aids encountered in informational texts	Lesson 23: Encyclopedia and Textbook
		2.A.2.c Use informational aids such as introductions and overviews, materials lists, timelines, captions, glossed words, labels, numbered steps, bulleted lists, footnoted words, pronunciation key, transition words, end notes, and works cited, other informational aids encountered in informational texts	Lesson 23: Encyclopedia and Textbook
		2.A.2.d Use organizational aids such as titles, chapter titles, headings, subheadings, tables of contents, numbered steps, glossaries, indices, transition words, other organizational aids encountered in organizational texts	Lesson 23: Encyclopedia and Textbook
		2.A.2.e Use online features such as URLs, hypertext links, sidebars, drop down menus, home pages, site maps, other features characteristic of online texts	Lesson 25: Newspaper Articles
		2.A.2.f Identify and explain the contributions of text features to supporting the main idea of the text	Lesson 19: Fiction vs. Nonfiction



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	2.A.3 Develop and apply knowledge of organizational structure of informational text to facilitate understanding	2.A.3.a Identify and analyze the organizational patterns of texts such as sequential and/or chronological order, cause/effect, problem/solution, similarities/differences, description, main idea and supporting details, and transition or signal words and phrases that indicate the organizational pattern	Lesson 22: Autobiography
		2.A.3.b Explain how the organizational pattern clarifies and reinforces meaning and supports the author's/text's purpose	Lesson 19: Fiction vs. Nonfiction
	2.A.4 Determine and analyze important ideas and messages in informational texts	2.A.4.a Identify and explain the author's/text's purpose and intended audience	Lesson 30: Oral Presentation
		2.A.4.b Identify and explain the author's opinion	Lesson 31: Persuasive Nonfiction
		2.A.4.c State and support main ideas and messages	Lesson 32: Persuasive Oral Presentation
		2.A.4.d Summarize or paraphrase	Grammar/Conventions: Complete Sentences, Nonfiction-Summary, Choose New Independent Read, Book Multimedia Project from Semester 1
		2.A.4.e Identify and explain information not related to the main idea	
		2.A.4.f Explain relationships between and among ideas such as comparison/contrast, cause/effect, sequence/chronology	Lesson 26: Magazine Articles
		2.A.4.g Synthesize ideas from text	Lesson 27: Nonfiction Book Project



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		2.A.4.h Distinguish between a fact and an opinion	Lesson 19: Fiction vs. Nonfiction
		2.A.4.i Explain how someone might use the text	
		2.A.4.j Connect the text to prior knowledge or experience	Lesson 30: Oral Presentation
	2.A.5 Analyze purposeful use of language	2.A.5.a Analyze specific words or phrases that contribute to the meaning of a text	Lesson 18: Analyzing Poetry
		2.A.5.b Analyze specific language choices that create tone	Lesson 18: Analyzing Poetry
		2.A.5.c Analyze the effect of repetition of words and phrases on meaning	Lesson 18: Analyzing Poetry
	2.A.6 Read critically to evaluate informational text	2.A.6.a Explain whether the text fulfills the reading purpose	Lesson 4: Using Inferences and Purpose to Make Meaning
		2.A.6.b Analyze changes or additions to the structure and text features that would make the text easier to understand	
		2.A.6.c Analyze the text and its information for reliability	Lesson 31: Persuasive Nonfiction
		2.A.6.d Determine and explain whether or not the author's argument or position is presented fairly	Lesson 32: Persuasive Oral Presentation
		2.A.6.e Identify and explain information not included in the text	
		2.A.6.f Identify and explain language and other techniques intended to persuade the reader	Lesson 32: Persuasive Oral Presentation



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3.0 Students will read, comprehend, interpret, analyze, and evaluate literary texts.	3.A.1 Develop and apply comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts including print and nonprint	3.A.1.a Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods	
		3.A.1.b Listen to critically, read, and discuss a variety of literary forms and genres	Lesson 9: How Can We Go Even Further?; Lesson 18: Analyzing Poetry; Lesson 8: Analyzing a Short Story
	3.A.2 Analyze text features to facilitate understanding of literary texts	3.A.2.a Identify and explain how organizational aids such as the title of the book, story, poem, or play, titles of chapters, subtitles, subheadings contribute to meaning	Lesson 20: Comprehension Strategies for Nonfiction
		3.A.2.b Identify and explain how graphic aids such as pictures and illustrations, punctuation, print features contribute to meaning	
		3.A.2.c Identify and explain how informational aids such as introductions and overviews, materials lists, timelines, captions, glossed words, labels, numbered steps, bulleted lists, footnoted words, pronunciation keys, transition words, end notes, works cited, other information aids encountered in informational texts contribute to meaning	Lesson 23: Encyclopedia and Textbook



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		3.A.2.d Identify and explain how print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, other print features encountered in informational texts contribute to meaning	
	3.A.3 Analyze elements of narrative texts to facilitate understanding and interpretation	3.A.3.a Identify and distinguish among types of narrative texts such as short stories, folklore, realistic fiction, science fiction, historical fiction, fantasy, essays, biographies, autobiographies, personal narratives, plays, and poetry	Lesson 21: Biography; Lesson 22: Autobiography; Lesson 8: Analyzing a Short Story
		3.A.3.b Analyze the events of the plot	Lesson 7: Understanding Plot
		3.A.3.c Analyze details that provide information about the setting, the mood created by the setting, and ways in which the setting affects characters	Lesson 5: Responding as a Reader to Make Meaning
		3.A.3.d Analyze characterization	Lesson 8: Analyzing a Short Story
		3.A.3.e Analyze relationships between and among characters, setting, and events	Lesson 5: Responding as a Reader to Make Meaning
		3.A.3.f Identify and explain how the actions of the character(s) affect the plot	Lesson 7: Understanding Plot
		3.A.3.g Analyze internal and/or external conflicts that motivate characters and those that advance the plot	Lesson 7: Understanding Plot



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		3.A.3.h Identify and explain the author's approach to issues of time in a narrative	
		3.A.3.i Identify and explain the point of view	Lesson 6: Responding to Literature II
	3.A.4 Analyze elements of poetry to facilitate understanding and interpretation	3.A.4.a Use structural features to distinguish among types of poems such as haiku, form/shape poetry, cinquain, etc.	Lesson 18: Analyzing Poetry
		3.A.4.b Identify and explain the meaning of words, lines, and stanzas	Lesson 18: Analyzing Poetry
		3.A.4.c Identify and explain how sound elements of poetry contribute to meaning	Lesson 18: Analyzing Poetry
		3.A.4.d Identify and explain other poetic elements, such as setting, mood, tone, etc. that contribute to meaning	Lesson 15: Drama
	3.A.5 Analyze elements of drama to facilitate understanding	3.A.5.a Use structural features to distinguish among types of plays	
		3.A.5.b Identify and explain the action of scenes and acts	Lesson 15: Drama
		3.A.5.c Identify and explain how stage directions create character and movement	Lesson 15: Drama
		3.A.5.d Identify and explain stage directions and dialogue that help to create character	Lesson 15: Drama
	3.A.6 Determine important ideas and messages in literary texts	3.A.6.a Analyze main ideas and universal themes	Lesson 5: Responding as a Reader to Make Meaning
		3.A.6.b Analyze similar themes across multiple texts	
		3.A.6.c Paraphrase	Lesson 4: Using Inferences and Purpose to Make Meaning



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		3.A.6.d Summarize	Lesson 4: Using Inferences and Purpose to Make Meaning
		3.A.6.e Identify and explain personal connections to the text	Lesson 5: Responding as a Reader to Make Meaning
		3.A.6.f Explain the implications of the text for the reader and/or society	Lesson 5: Responding as a Reader to Make Meaning
	3.A.7 Analyze the author's purposeful use of language	3.A.7.a Analyze specific words and phrases that contribute to meaning	Lesson 7: Understanding Plot
		3.A.7.b Analyze words and phrases that create tone	
		3.A.7.c Identify and explain figurative language that contributes to meaning	Lesson 9: How Can We Go Even Further?
		3.A.7.d Analyze how sensory language contributes to meaning	Lesson 18: Analyzing Poetry
		3.A.7.e Analyze how repetition and exaggeration contribute to meaning	
	3.A.8 Read critically to evaluate literary texts	3.A.8.a Determine and explain the plausibility of the characters' actions and the plot	Lesson 10: Novel Project
		3.A.8.b Identify and explain questions left unanswered by the text	Lesson 10: Novel Project
		3.A.8.c Identify and explain the relationship between a literary text and its historical and/or social context	Lesson 10: Novel Project
		3.A.8.d Identify and explain the relationship between the structure and the purpose of the text	Lesson 4: Using Inferences and Purpose to Make Meaning



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4.0 Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.	4.A.1.a Use a variety of self-selected prewriting strategies to generate, select, narrow, and develop ideas	4.A.1.a.1 Evaluate topics for personal relevance, scope, and feasibility	
		4.A.1.a.2 Begin a coherent plan for developing ideas	Lesson 11: Writing a Short Story
		4.A.1.a.3 Explore and evaluate relevant sources of information	Lesson 34: Research Project- Brainstorming and Researching
	4.A.1.b Select, organize, and develop ideas appropriate to topic, audience, and purpose	4.A.1.b.1 Organize information logically	Lesson 35: Research Project- Planning and Drafting
		4.A.1.b.2 Use effective organizational structures	Lesson 35: Research Project- Planning and Drafting
		4.A.1.b.3 Select or eliminate information as appropriate	Lesson 35: Research Project- Planning and Drafting
		4.A.1.b.4 Verify the effectiveness of paragraph development by modifying topic, support, and concluding sentences as necessary	Lesson 35: Research Project- Planning and Drafting
	4.A.2 Compose oral, written, and visual presentations that express personal ideas, inform, and persuade	4.A.2.a Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose to develop an awareness of voice and tone	Lesson 35: Research Project- Planning and Drafting



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		4.A.2.b Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using vivid language, such as imagery, figurative language, and sound elements	Lesson 11: Writing a Short Story
		4.A.2.c Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within a paragraph	Lesson 35: Research Project- Planning and Drafting
	4.A.2.d Compose to persuade by supporting, modifying, or disagreeing with a position, using effective rhetorical strategies	4.A.2.d.1 Support, modify, or disagree with a position and generate convincing evidence to support it	Lesson 32: Persuasive Oral Presentation
		4.A.2.d.2 Consider the effectiveness of diction, audience appeal, and organization	Lesson 32: Persuasive Oral Presentation
		4.A.2.d.3 Use connotation, repetition, and figurative language to control audience emotion and reaction	Lesson 31: Persuasive Nonfiction
		4.A.2.d.4 Use authoritative citations	Lesson 35: Research Project- Planning and Drafting
	4.A.2 Compose oral, written, and visual presentations that express personal ideas, inform, and persuade	4.A.2.e Use writing-to-learn strategies, such as dialect journals, quickwrites, and mindmaps to make connections between learning and prior knowledge	Lesson 21: Biography
		4.A.2.f Manage time and process when writing for a given purpose	Lesson 27: Nonfiction Book Project
	4.A.3.a Revise texts for clarity, completeness, and effectiveness	4.A.3.a.1 Eliminate redundant and irrelevant words and ideas	Lesson 36: Research Project- Editing, Revising, and Final Project



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		4.A.3.a.2 Clarify meaning through the placement of antecedents, modifiers, connectors, and transitional devices	Lesson 33: Grammar, Punctuation, and Usage
		4.A.3.a.3 Coordinate equal ideas within a sentence	Lesson 33: Grammar, Punctuation, and Usage
		4.A.3.a.4 Subordinate less important ideas within a sentence using phrases and clauses	Lesson 33: Grammar, Punctuation, and Usage
		4.A.3.a.5 Maintain consistent person, number and tense	Lesson 33: Grammar, Punctuation, and Usage
		4.A.3.a.6 Modify sentences from passive to active voice	
		4.A.3.a.7 Vary sentence types and lengths to clarify and extend meaning and to develop style	Lesson 36: Research Project- Editing, Revising, and Final Project
	4.A.3.b Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions, such as capitalization, punctuation, spelling, and pronunciation	4.A.3.b.1 Self edit	Lesson 36: Research Project- Editing, Revising, and Final Project
		4.A.3.b.2 Peer edit	
		4.A.3.b.3 Dictionary	Lesson 36: Research Project- Editing, Revising, and Final Project
		4.A.3.b.4 Thesaurus	
		4.A.3.b.5 Spell checker	
		4.A.3.b.6 Language handbook	Lesson 36: Research Project- Editing, Revising, and Final Project
		4.A.3.b.7 Grammar checker	
	4.A.3 Compose texts using the revising and editing strategies of effective writers and speakers	4.A.3.c Prepare the final product for presentation to an audience	Lesson 32: Persuasive Oral Presentation



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	4.A.4 Identify how language choices in writing and speaking affect thoughts and feelings	4.A.4.a Use precise word choice, formal to informal, based on audience, situation, or purpose	Lesson 32: Persuasive Oral Presentation
		4.A.4.b Consider the connotative and/or denotative meanings of words when selecting vocabulary	
		4.A.4.c Consider how word choices affect the audience	Lesson 32: Persuasive Oral Presentation
	4.A.5.a Assess the effectiveness of diction that reveals his or her purpose	4.A.5.a.1 Language appropriate for a particular audience	Lesson 32: Persuasive Oral Presentation
		4.A.5.a.2 Language suitable for a given purpose	Lesson 32: Persuasive Oral Presentation
		4.A.5.a.3 Words/phrases/ sentences that extend meaning in a given context	Lesson 35: Research Project- Planning and Drafting
	4.A.5 Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing	4.A.5.b Explain how the specific language and expression used by the writer or speaker affects reader/listener response	Lesson 32: Persuasive Oral Presentation
		4.A.5.c Evaluate the use of transitions in a text	
	4.A.6 Explain how textual changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose	4.A.6.a Identify the tone of one's own writing, and revise word choice to modify tone in order to address a given purpose and/or audience	Lesson 32: Persuasive Oral Presentation
		4.A.6.b Justify revisions in syntax and diction from a previous draft of his or her same text by explaining how the change affects meaning	
	4.A.7 Locate, retrieve, and use information from various sources to accomplish a purpose	4.A.7.a Identify, evaluate, and use sources of information on a self-selected and/or given topic	Lesson 32: Persuasive Oral Presentation



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		4.A.7.b Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic	Lesson 34: Research Project-Brainstorming and Researching
	4.A.7.c.1 Appropriate strategies for taking notes	4.A.7.c.1.a Appropriate strategies for organizing source information or notes	Lesson 34: Research Project-Brainstorming and Researching
		4.A.7.c.1.b Information to include or exclude when using a note taking method	Lesson 34: Research Project-Brainstorming and Researching
		4.A.7.c.1.c Advantages, disadvantages, or limitations of a given strategy or procedure for recording or organizing information	
		4.A.7.c.1.d Advantages, disadvantages, or limitations of sources of information, such as bias, accuracy, availability, variety, currency	
	4.A.7.c Use appropriate note taking procedures, organizational strategies, and proper documentation of sources of information	4.A.7.c.2 Use a recognized format for documentation, such as MLA	Lesson 34: Research Project-Brainstorming and Researching
	4.A.7 Locate, retrieve, and use information from various sources to accomplish a purpose	4.A.7.d Synthesize information from two or more sources to fulfill a self-selected or given purpose	Lesson 35: Research Project- Planning and Drafting
		4.A.7.e Use a recognized format to credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism	Lesson 35: Research Project- Planning and Drafting



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5.0 Students will control language by applying the conventions of standard English in speaking and writing.	5.A Grammar	5.A.1 Recognize elements of grammar in personal and academic reading	Lesson 33: Grammar, Punctuation, and Usage
	5.A.2 Recognize, recall, and use grammar concepts and skills to strengthen control of oral and written language	5.A.2.a Recognize the meaning, position, form, and function of words when identifying grammatical concepts, such as indefinite pronouns, perfect verb tenses, conjunctive adverbs, and correlative conjunctions	
		5.A.2.b Combine sentences using knowledge of subjects and predicates, logical placement of modifiers, and logical coordination, subordination, and sequencing of ideas	
		5.A.2.c Differentiate grammatically complete sentences from nonsentences, including fused sentences	
		5.A.2.d Compose simple, compound, complex, and compound-complex sentences using independent and dependent clauses, transitions, conjunctions, and appropriate punctuation to connect ideas	
	5.B Usage	5.B.1 Recognize examples of conventional usage in personal and academic reading	



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	5.B.2 Comprehend and apply standard English usage in oral and written language	5.B.2.a Apply appropriate subject/verb agreement, such as with collective nouns, indefinite pronouns, and inverted word order	
		5.B.2.b Apply consistent and appropriate use of the principal parts of regular and irregular verbs; person, number, and case of pronouns; pronoun/antecedent agreement; and degrees of comparison of modifiers	Lesson 33: Grammar, Punctuation, and Usage
		5.B.2.c Recognize and correct common usage errors, such as misplaced modifiers; incorrect use of verbs; double negatives; and commonly confused words, such as accept - except	Lesson 36: Research Project- Editing, Revising, and Final Project
		5.B.2.d Use available resources to correct or confirm editorial choices	
		5.B.2.e Explain editorial choices	
	5.C Mechanics	5.C.1 Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing	
	5.C.2 Apply standard English punctuation and capitalization in written language	5.C.2.a Use commas and semicolons correctly, such as in a compound sentence	Lesson 33: Grammar, Punctuation, and Usage
		5.C.2.b Use parentheses and dashes correctly	
		5.C.2.c Use appropriate punctuation for special formats, such as e-mails, bulleted lists, letters, memos, citations, and outlines	
		5.C.2.d Use a colon to introduce a list	



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	5.C Mechanics	5.C.3 Explain editorial choices involving mechanics	
	5.D Spelling	5.D.1 Recognize conventional spelling in and through personal and academic reading	
	5.D.2 Apply conventional spelling in written language	5.D.2.a Use conventional spelling in personal writing	
		5.D.2.b Develop self-monitoring strategies for frequently misspelled words	
		5.D.2.c Use suitable traditional and electronic resources as a spelling aid	
	5.D Spelling	5.D.3 Maintain a personal list of words to use in editing original writing	
	5.E.1 Produce writing that is legible to the audience	5.E.1.a Write fluidly and legibly in manuscript and cursive	
		5.E.1.b Use word processing technology when appropriate	throughout the course
6.0 Students will demonstrate effective listening to learn, process, and analyze information.	6.A.1 Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes	6.A.1.a Attend to the speaker	
		6.A.1.b Ask appropriate questions	
		6.A.1.c Contribute relevant comments	
		6.A.1.d Relate prior knowledge	
		6.A.1.e Use note taking to assist listening when appropriate	
		6.A.1.f Maintain visual contact with the speaker	



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Strand	Common Curriculum Goal	Standard	Lesson Name
		6.A.1.g Maintain focus by identifying and managing barriers to listening	
	6.A.2 Apply comprehension and literary analysis strategies and skills for a variety of listening purposes and settings	6.A.2.a Elaborate on the information and ideas presented	Lesson 32: Persuasive Oral Presentation
		6.A.2.b Make inferences or draw conclusions based on the presentation	Lesson 32: Persuasive Oral Presentation
		6.A.2.c Determine a speaker's attitude through verbal and non-verbal cues, such as tone of voice, inflections, body language, and facial expressions	Lesson 32: Persuasive Oral Presentation
		6.A.2.d Explain how the effects of language contribute to meaning	
		6.A.2.e Provide constructive feedback to speakers concerning the delivery as well as its overall impact upon the listeners	Lesson 32: Persuasive Oral Presentation
7.0 Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.	7.A.1 Demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes	7.A.1.a Identify the purpose, audience, and setting for a presentation	
		7.A.1.b Identify the needs and perspectives of the audience	
		7.A.1.c Select and plan for appropriate use of visual aids	Lesson 32: Persuasive Oral Presentation
		7.A.1.d Select the topic of an oral presentation	Lesson 32: Persuasive Oral Presentation



Alignment Document
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Language Arts 6

Strand	Common Curriculum Goal	Standard	Lesson Name
		7.A.1.e Gather/construct adequate support	Lesson 32: Persuasive Oral Presentation
		7.A.1.f Identify and use a variety of organization structures, such as narrative, cause and effect, chronological order, description, main idea and detail, problem/solution, question/answer, comparison and contrast	Lesson 32: Persuasive Oral Presentation