

6 <sup>th</sup> -grade Language Arts Curriculum Map	Content	Florida State Standards
Year Long Standards	<ul style="list-style-type: none"> <li>● NoW Foundations</li> <li>● Mentor Sentences/ NoW G&amp;W ~ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences. &amp; Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. &amp; Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● Reading Comprehension Activities ~ By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. &amp; Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. &amp; Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. &amp; Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> <li>● Silent Reading (SR) ~ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. &amp; By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>	LAFS.6.RL.4.10, LAFS.6.RF.3.3, LAFS.6.RI.4.10, LAFS.6.W.4.10, LAFS.6.L.1.1-2, LAFS.6.L.2.3, LAFS.6.L.3.4, LAFS.6.L.3.5, LAFS.6.L.3.6
August/ September	<ul style="list-style-type: none"> <li>● Parts of Speech: Nouns, Verbs, adjectives, and adverbs.</li> <li>● Subject and Predicate</li> <li>● Visualizing sentences</li> <li>● Reading informational text</li> <li>● Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</li> <li>● Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</li> <li>● Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>● Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</li> <li>● Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</li> <li>● Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</li> </ul>	LAFS.6.RI.1.1, LAFS.6.RI.1.2, LAFS.6.RI.1.3, LAFS.6.W.1.2, LAFS.6.RI.2.4, LAFS.6.RI.2.5, LAFS.6.RI.2.6.

	<ul style="list-style-type: none"> <li>● Introduce Research (<i>Short Research Project</i>)~ Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</li> </ul>	
October	<ul style="list-style-type: none"> <li>● Parts of Speech: prepositions</li> <li>● Comparing and Contrasting text and media.</li> <li>● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>● Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</li> <li>● Compare and contrast one author’s presentation of events with that of another</li> <li>● Persuasive Techniques in famous speeches and ads.</li> <li>● Write arguments to support claims with clear reasons and relevant evidence.</li> </ul>	LAFS.6.W.1.2, LAFS.6.W.2.4, LAFS.6.W.2.5, LAFS.6.W.3.7, LAFS.6.RI.3.8, LAFS.6.RI.3.9,
November	<ul style="list-style-type: none"> <li>● Parts of Speech: Conjunctions</li> <li>● Broadcast project ~ Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. &amp; Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. &amp; Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. &amp; Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</li> <li>● Write arguments to support claims with clear reasons and relevant evidence.</li> <li>● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> </ul>	LAFS.6.RI.3.7 , LAFS.6.RI.3.9, LAFS.6.W.1.1, LAFS.6.W.2.4, LAFS.6.W.2.5, LAFS.6.W.3.7, LAFS.6.W.3.8, LAFS.6.SL.1.3, LAFS.6.SL.1.2,
December	<ul style="list-style-type: none"> <li>● Complete Newspaper ~ Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. &amp; Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</li> <li>● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>● Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</li> </ul>	LAFS.6.W.1.1, LAFS.6.W.2.4, LAFS.6.W.2.5, LAFS.6.W.2.6, LAFS.6.SL.2.4, LAFS.6.SL.2.5

	<ul style="list-style-type: none"> <li>Presenting informative information using multimedia to enhance presentation.</li> </ul>	
January	<ul style="list-style-type: none"> <li>Review informative and test-taking strategies.</li> <li>Introduce Fiction~ reading Literature</li> <li>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</li> <li>Explain how an author develops the point of view of the narrator or speaker in a text.</li> <li>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> </ul>	LAFS.6.RL.1.1, LAFS.6.RL.1.2, LAFS.6.RL.2.6, LAFS.6.W.1.3
February	<ul style="list-style-type: none"> <li>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</li> <li>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> </ul>	LAFS.6.RL.2.4, LAFS.6.RL.3.9, LAFS.6.W.1.3, LAFS.6.W.3.9, LAFS.6.SL.1.1,
March	<ul style="list-style-type: none"> <li>Poetry</li> <li>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</li> <li>Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</li> </ul>	LAFS.6.RL.2.5, LAFS.6.RL.3.7
April	<ul style="list-style-type: none"> <li>Plays</li> <li>Show me sentences</li> <li>Review</li> <li>Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</li> <li>Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</li> <li>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>	LAFS.6.RL.3.7, LAFS.6.RL.1.3, LAFS.6.SL.2.6
May/June	<ul style="list-style-type: none"> <li>Literature review</li> <li>Creative Projects ~ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. &amp; With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. &amp;</li> </ul>	LAFS.6.W.2.4-6

	<p>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <ul style="list-style-type: none"><li>● Review punctuation, grammar, elaboration, and word choice</li></ul>	
--	--	--