Purpose of the Curriculum Map

The English Language Arts Curriculum Map is a tool for organizing what students should know and be able to do in literacy each year. Each document lists the main concepts and skills for each grade level of the Common Core State Standards for English Language Arts. As you can imagine, a two-dimensional map cannot capture the rich, multi-dimensional curriculum we teach. In fact, the ELA Common Core State Standards themselves define what is most essential, they do not describe all that can or should be taught. Nonetheless, the documents serve as a tool that can guide teachers to plan and pace instructional experiences in order to ensure a guaranteed and viable curriculum for all students.

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

The K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understanding mastered in preceding grades.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, Technical Subjects
Organization and Use of the Curriculum Map

The ELA Curriculum Map is organized into 3 sections: Systematic & Explicit Literacy Instruction, Writing and Language Development, and Research Projects. The standards are organized within the sections in order to serve as a guide for teaching, planning, and pacing focused on the selected standards in each quarter. Each section includes a focus on the strands of the ELA CCSS. The organization of the ELA CCSS Strands within the SLPS Curriculum Map is illustrated below:

<table>
<thead>
<tr>
<th>Systematic &amp; Explicit Literacy Instruction</th>
<th>Writing and Language Development</th>
<th>Research Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Reading Literature (RL.1-10)</td>
<td>*Writing (W.1-6 &amp; W.9-10)</td>
<td>*Writing (W.1-2 &amp; W.4-9)</td>
</tr>
<tr>
<td>*Reading Informational Text (RI.1-10)</td>
<td></td>
<td>*Speaking and Listening (SL.4-6)</td>
</tr>
<tr>
<td>*Language (L.4-6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Speaking and Listening (SL.1-3)</td>
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<td></td>
</tr>
</tbody>
</table>

While the Standards and the Curriculum Map are divided into these sections for conceptual clarity, the processes are closely connected. The Standards delineate specific expectations within these strands; each need not be a separate focus for instruction and assessment. Often several standards can be addressed by a single rich task.

Florida Coding Schema

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Grade</th>
<th>Strand</th>
<th>Cluster</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACC</td>
<td>K</td>
<td>L</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Scales & Checklists

Scales are utilized as instructional resources in order to monitor and track student progress and mastery of the ELA Common Core State Standards. Scales are matched to the instructional target identified by the teacher that is most closely aligned to the content of the text. Scales may be posted/provided for a unit, week, or daily instruction depending on data and learning target.

Grade 6 English Language Arts Scales

Checklists are utilized as instructional resources in order to monitor and track student progress and mastery of the ELA Common Core State Standards. Checklists are located in the instructional resources sections of Foundational Skills, Language, and Speaking & Listening.

Grade 6 English Language Arts Checklists
In grade 6, the Common Core State Standards call for students to proficiently read grade-appropriate complex literature and informational text while further developing the ability to cite textual evidence to support analyses. Students focus on examining how authors use reasons to make their points and support arguments with evidence, separating unsupported assertions from those backed by evidence. Students analyze both the structure and content of complex, grade-appropriate texts, determining how sentences and paragraphs within texts influence and contribute to the unfolding of a plot and the development and elaboration of events or ideas.

Students share their findings in class discussions, practicing how to logically sequence ideas and highlight the themes and key details they find most persuasive. Students’ vocabularies expand as they become more attuned to using context, knowledge of Greek and Latin roots and affixes, and word analysis to determine the meaning of academic words.

Students in grade 6 are increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. Students will learn how writers try to influence readers while discovering how they can do the same in their own prose. They discover how to answer questions through writing and can use rewriting opportunities to refine their understanding of a text or topic. They also take a critical stance toward sources and apply criteria for identifying reliable information as opposed to mere conjecture.

The Grade 6 Content Framework outlines the guiding principles/practices of integrated literacy.
Explicit Literacy Instruction Utilizing Grade Level Complex Text

Systematic & Explicit Literacy Instruction

- Read Complex Text
  - Cite Evidence
  - Analyze Content
  - Conduct Discussions

- Study and Apply Vocabulary

When designing learning experiences for students, grade-level complex text should be utilized where students are to cite evidence when analyzing content and participating in discussions about text.

Vocabulary is chosen in order to develop students’ use and understanding of grade appropriate terms.
**Systematic & Explicit Literacy Instruction**

**Reading Complex Texts:**

Exposing students to grade-level texts of appropriate complexity lies at the heart of ELA CCSS. The quarters reflect the balance of informational texts (literary nonfiction in ELA classes) and literature that students are expected to read. Fulfilling the ELA standards for grades 6-12 requires much greater attention to a specific category of informational text — literary nonfiction — than has been traditionally taught. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6-12 must take place in other classes to meet the demands of the standards.

| **LACC.6.RI.4.10** | 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. |
| **LACC.6.RI.4.10** | 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. |

**Three to five short texts from across the curriculum:**

Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described, by focusing instruction on similar standards and skills across multiple genres, and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts can be chosen from Elements of Literature, Science Fusion, DBQ, Appendix B, Etc.)

**One extended text:**

This should be an extended, full-length work of literature (such as a novel or a play) or longer informational text. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text; compare and synthesize ideas across other related texts; conduct text-focused discussions; and produce written work aligned with the standards.

**Cite Evidence:**

The goal of close, analytical reading is to be able to discern and cite evidence from the text to support assertions. In grade 6, students should refer explicitly to the text as the basis for answers. The ability to cite evidence and refer to the text as a basis for answers should be incorporated into all lessons, units, and learning experiences.

**LACC.6.RI.1.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**LACC.6.RL.1.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Analyze Content:

The **content of each text should determine which standards** (RL/RI.2–9) **to target**, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

<table>
<thead>
<tr>
<th>LACC.6.RL.1.2</th>
<th>LACC.6.RI.1.2</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACC.6.RL.1.3</td>
<td>LACC.6.RI.1.3</td>
<td>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.</td>
</tr>
<tr>
<td>LACC.6.RL.2.4</td>
<td>LACC.6.RI.2.4</td>
<td>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.</td>
</tr>
<tr>
<td>LACC.6.RL.2.5</td>
<td>LACC.6.RI.2.5</td>
<td>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.</td>
</tr>
<tr>
<td>LACC.6.RL.2.6</td>
<td>LACC.6.RI.2.6</td>
<td>Explain how an author develops the point of view of the narrator or speaker in a text.</td>
</tr>
<tr>
<td>LACC.6.RL.3.7</td>
<td>LACC.6.RI.3.7</td>
<td>Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</td>
</tr>
<tr>
<td>LACC.6.RL.3.8</td>
<td>LACC.6.RI.3.8</td>
<td>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.</td>
</tr>
<tr>
<td>LACC.6.RL.3.9</td>
<td>LACC.6.RI.3.9</td>
<td>Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</td>
</tr>
</tbody>
</table>
Study and Apply Vocabulary:

Focus vocabulary instruction on words that students would be encouraged to use in writing and speaking. Students should be given 5–10 Tier 2 academic words per week for each text. Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words’ meaning(s) and use the words effectively when writing and speaking.

LACC.6.L.3.4 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.

a.) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

b.) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

c.) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

d.) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LACC.6.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a.) Interpret figures of speech (e.g., personification) in context.

b.) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

c.) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

LACC.6.L.3.6 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.

Conduct Discussions:

Students should engage in a range of collaborative discussions (one-on-one, small group, teacher-led), enabling them to ask questions to check their understanding and stay on topic while explaining their own understanding in light of the discussion.

LACC.6.SL.1.1 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.

a.) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b.) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c.) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d.) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

LACC.6.SL.1.2 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.

LACC.6.SL.1.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Writing and Language Development

Writing to Texts:

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying and conveying real or imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

The balance of student writing at this level is 70 percent analytical (35 percent argument and 35 percent to explain/inform) and 30 percent narrative, with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.

Routine Writing:

Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure, and content and to develop needed proficiencies in analysis.

LACC.6.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.
   a.) Introduce claim(s) and organize the reasons and evidence clearly.
   b.) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
   c.) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
   d.) Establish and maintain a formal style.
   e.) Provide a concluding statement or section that follows from the argument presented.

LACC.6.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   a.) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
   c.) Use appropriate transitions to clarify the relationships among ideas and concepts.
   d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e.) Establish and maintain a formal style.
   f.) Provide a concluding statement or section that follows from the information or explanation presented.

LACC.6.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
   a.) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
and logically.

b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters

c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d.) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

e.) Provide a conclusion that follows from the narrated experiences or events.

LACC.6.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.6.W.2.6 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.

<table>
<thead>
<tr>
<th>Analytical Writing (4-6 per Quarter):</th>
</tr>
</thead>
<tbody>
<tr>
<td>All analytic writing should put a premium on using evidence as well as on crafting works that display a degree of logical integration and coherence. These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multiparagraph responses, allowing teachers to assess students’ ability to paraphrase, infer, and integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that share findings from the research project.</td>
</tr>
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LACC.6.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.

a.) Introduce claim(s) and organize the reasons and evidence clearly.

b.) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from the argument presented.

LACC.6.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from the information or explanation presented.

LACC.6.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.6.W.2.5 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.
<table>
<thead>
<tr>
<th>LACC.6.W.2.6</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACC.6.W.3.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>a.)</td>
<td>Apply grade 6 Reading standards to literature (e.g., “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”).</td>
</tr>
<tr>
<td>b.)</td>
<td>Apply grade 6 Reading standards to literary nonfiction (e.g., “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”).</td>
</tr>
</tbody>
</table>

**Narratives (1-2 per Quarter):**

Narrative writing offers students opportunities to express personal ideas and experiences; craft their own stories and descriptions; and deepen their understandings of literary concepts, structures, and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions.

<table>
<thead>
<tr>
<th>LACC.6.W.1.3</th>
<th>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.)</td>
<td>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</td>
</tr>
<tr>
<td>b.)</td>
<td>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters</td>
</tr>
<tr>
<td>c.)</td>
<td>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</td>
</tr>
<tr>
<td>d.)</td>
<td>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</td>
</tr>
<tr>
<td>e.)</td>
<td>Provide a conclusion that follows from the narrated experiences or events.</td>
</tr>
<tr>
<td>LACC.6.W.2.4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>LACC.6.W.2.5</td>
<td>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.</td>
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<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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</tr>
</tbody>
</table>
**Study and Apply Grammar:**

While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write, and speak.

<table>
<thead>
<tr>
<th>LACC.6.L.1.1</th>
<th>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.)</td>
<td>Ensure that pronouns are in the proper case (subjective, objective, possessive).</td>
</tr>
<tr>
<td>b.)</td>
<td>Use intensive pronouns (e.g., <em>myself, ourselves</em>).</td>
</tr>
<tr>
<td>c.)</td>
<td>Recognize and correct inappropriate shifts in pronoun number and person.</td>
</tr>
<tr>
<td>d.)</td>
<td>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</td>
</tr>
<tr>
<td>e.)</td>
<td>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LACC.6.L.1.2</th>
<th>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.)</td>
<td>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</td>
</tr>
<tr>
<td>b.)</td>
<td>Spell correctly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LACC.6.L.2.3</th>
<th>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.)</td>
<td>Vary sentence patterns for meaning, reader/listener interest, and style.</td>
</tr>
<tr>
<td>b.)</td>
<td>Maintain consistency in style and tone.</td>
</tr>
</tbody>
</table>
Research Project:

Each quarter includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. This entails gathering and integrating relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the quarter, taking notes, and categorizing information as well as providing a list of sources. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally.

LACC.6.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.
   a.) Introduce claim(s) and organize the reasons and evidence clearly.
   b.) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
   c.) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
   d.) Establish and maintain a formal style.
   e.) Provide a concluding statement or section that follows from the argument presented.

LACC.6.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   a.) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
   c.) Use appropriate transitions to clarify the relationships among ideas and concepts.
   d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e.) Establish and maintain a formal style.
   f.) Provide a concluding statement or section that follows from the information or explanation presented.

LACC.6.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.6.W.2.5 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.

LACC.6.W.2.6 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.

LACC.6.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a.) Apply grade 6 Reading standards to literature (e.g., “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”).
   b.) Apply grade 6 Reading standards to literary nonfiction (e.g., “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”).

LACC.6.W.3.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

LACC.6.W.3.8 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.

LACC.6.SL.2.4 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.

LACC.6.SL.2.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

LACC.6.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Model for Instructional Planning

Course Descriptions
- Identify the critical areas of focus, big ideas, standards, or enduring understandings specific to the course.
- Integrate standards across content areas as appropriate.

Learning Goals
- Define the major learning goals/targets based upon the critical areas of focus or big ideas along with the integrated standards from the course description.
- Develop scales or rubrics to describe the steps students will take to attain each learning goal as well as what success looks like at each step.

Lesson Plans
- Use the scales or rubrics to guide lesson development: include formative assessment tasks as part of the instructional plan, identify resources in advance, and incorporate the use of technology as a tool for learning when applicable.
- Use the formative assessment data to revise and/or differentiate instruction as appropriate to meet the needs of ALL students.

FCAT 2.0 Reading Grade 6-8 Test Item Specifications