

<b>Florida Standards - Sixth Grade Language Arts</b>	<b>Vocabulary Development</b>	<b>MiddleWare Punctuation Rules</b>	<b>MiddleWare Spelling Rules</b>	<b>Typing Workshop</b>	<b>MiddleWare Reading Comprehensive Series - Geography</b>	<b>MiddleWare Reading Comprehensive Series - U. S. Presidents</b>	<b>MiddleWare Reading Comprehensive Series - History in the Making</b>	<b>Comprehensive Series - International Competition</b>	<b>MiddleWare Reading Comprehensive Series - American Wildlife</b>	<b>MiddleWare Reading Comprehensive Series - Science</b>	<b>MiddleWare Reading Comprehensive Series - Famous People</b>
<b>READING</b>											
The student uses the reading process effectively	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
<i>uses background knowledge of the subject &amp; text structure knowledge to make complex predictions of content, purpose, &amp; organization of the reading selection</i>											
<i>uses a variety of strategies to analyze words &amp; text, draw conclusions, use context &amp; word structure clues, &amp; recognize organizational patterns</i>	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
<i>demonstrates consistent &amp; effective use of interpersonal &amp; academic vocabularies in reading, writing, listening, &amp; speaking</i>	✓				✓	✓	✓	✓	✓	✓	✓
<i>uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, &amp; writing a grade level-appropriate report</i>		✓	✓		✓	✓	✓	✓	✓	✓	✓
The student constructs meaning from a wide range of texts					✓	✓	✓	✓	✓	✓	✓
<i>determines the main idea or essential message in a text &amp; identifies relevant details &amp; facts &amp; patterns of organization</i>					✓	✓	✓	✓	✓	✓	✓
<i>identifies the author's purpose &amp;/or point of view in a variety of texts &amp; uses the information to construct meaning</i>					✓	✓	✓	✓	✓	✓	✓
<i>recognizes logical, ethical, &amp; emotional appeals in texts</i>					✓	✓	✓	✓	✓	✓	✓

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<i>uses a variety of reading materials to develop personal preferences in reading</i>											
<i>locates, organizes, &amp; interprets written information for a variety of purposes, including classroom research, collaborative decision making, &amp; performing a school or real-world task</i>		✓	✓		✓	✓	✓	✓	✓	✓	✓
<i>uses a variety of reference materials, including indexes, magazines, newspapers, &amp; journals &amp; tools, including card catalogs &amp; computer catalogs, to gather information for research topics</i>			✓		✓	✓	✓	✓	✓	✓	✓
<i>synthesizes &amp; separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, &amp; outlines</i>					✓	✓	✓	✓	✓	✓	✓
<i>checks the validity &amp; accuracy of information obtained from research in such ways as differentiating fact &amp; opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws</i>					✓	✓	✓	✓	✓	✓	✓
<b>WRITING</b>											
<i>The student uses writing processes effectively</i>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>organizes information before writing according to the type &amp; purpose of writing</i>					✓	✓	✓	✓	✓	✓	✓
<i>drafts and revises writing</i>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>produces final documents that have been edited</i>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
					✓	✓	✓	✓	✓	✓	✓
<i>The student writes to communicate ideas and information effectively</i>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>writes text, notes, outlines, comments, &amp; observations that demonstrate comprehension of content &amp; experiences from a variety of media</i>		✓	✓		✓	✓	✓	✓	✓	✓	✓

<i>organizes information using alphabetical, chronological, &amp; numerical systems</i>					✓	✓	✓	✓	✓	✓	✓
<i>selects &amp; uses appropriate formats for writing, including narrative, persuasive, &amp; expository formats, according to the intended audience, purpose, &amp; occasion</i>											
<i>uses electronic technology including databases &amp; software to gather information &amp; communicate new knowledge</i>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LISTENING, VIEWING, &amp; SPEAKING</b>											
<i>The student uses listening strategies effectively</i>											
<i>listens &amp; uses information gained for a variety of purposes, such as gaining information from interviews, following directions, &amp; pursuing a</i>											
<i>selects &amp; listens to readings of fiction, drama, nonfiction, &amp; informational presentations according to personal preferences</i>											
<i>acknowledges the feelings &amp; messages sent in a conversation</i>											
<i>uses responsive listening skills, including paraphrasing, summarizing, &amp; asking questions</i>											
<i>The student uses viewing strategies effectively</i>											
<i>stereotypes, bias, &amp; persuasion techniques in a nonprint message</i>											
<i>uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, &amp; other nonverbal cues to convey meaning to an audience</i>											
<i>The student uses speaking strategies effectively</i>											
<i>understands how volume, stress, pacing, &amp; pronunciation can positively or negatively affect an oral presentation</i>											

<i>asks questions &amp; makes comments &amp; observations that reflect understanding &amp; application of content, processes, &amp; experiences</i>											
<i>speaks for various occasions, audiences, &amp; purposes, including conversations, discussions, projects, &amp; informational, persuasive, or technical presentations</i>											
<b>LANGUAGE</b>											
The student understands the nature of language	✓										
<i>understands that there are patterns &amp; rules in semantic structure, symbols, sounds, &amp; meanings conveyed through the English language</i>	✓										
<i>demonstrates an awareness that language &amp; literature are primary means by which culture is transmitted</i>											
<i>demonstrates an awareness of the difference between the use of English in formal and informal settings</i>	✓										
<i>understands that languages change over time</i>											
The student understands the power of language				✓	✓	✓	✓	✓	✓	✓	✓
<i>selects language that shapes reactions, perceptions, &amp; beliefs</i>				✓	✓	✓	✓	✓	✓	✓	✓
<i>uses literary devices &amp; techniques in the comprehension &amp; creation of written, oral &amp; visual communications</i>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>distinguishes between emotional &amp; logical argument</i>											
<i>understands how the multiple media tools of graphics, pictures, color, motion, &amp; music can enhance communication in television, film, radio, &amp; advertising</i>				✓	✓	✓	✓	✓	✓	✓	✓
<i>incorporates audiovisual aids in presentations</i>											

<i>understands specific ways that mass media can potentially enhance or manipulate information</i>											
<i>understands that laws exist that govern what can &amp; cannot be done with mass media</i>											
<b>LITERATURE</b>											
The student understands the common features of a variety of literary forms	✓	✓			✓	✓	✓	✓	✓	✓	✓
<i>identifies the defining characteristics of classic literature, such as timelessness, deals with universal themes &amp; experiences, &amp; communicates across cultures</i>											
<i>recognizes complex elements of plot, including setting, character development, conflicts, &amp; resolutions</i>					✓	✓	✓	✓	✓	✓	✓
<i>understands various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion, techniques, &amp; point of view in both fiction * nonfiction</i>											
<i>knows how mood or meaning is conveyed in poetry such as word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language; use of sentence structure, line length, punctuation, &amp; rhythm</i>	✓	✓			✓	✓	✓	✓	✓	✓	✓
<i>identifies common themes in literature</i>					✓	✓	✓	✓	✓	✓	✓
The student responds critically to fiction, nonfiction, poetry, and drama					✓	✓	✓	✓	✓	✓	✓
<i>understands how character &amp; plot development, point of view, &amp; tone are used in various selections to support a central conflict or story line</i>											
<i>responds to a work of literature by interpreting selecting phrases, sentences, or passages &amp; applying the information to personal life</i>					✓	✓	✓	✓	✓	✓	✓

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<i>knows that a literary text may elicit a wide variety of valid responses</i>					✓	✓	✓	✓	✓	✓	✓
<i>knows ways in which literature reflects the diverse voices of people from various backgrounds</i>											
<i>recognizes different approaches that can be applied to the study of literature, including thematic approaches, personal approaches such as what an individual brings to his or her study of literature, historical approaches such as how a piece of literature reflects the time period in which it was written</i>											
<i>identifies specific questions of personal importance &amp; seeks to answer them through literature</i>											
<i>identifies specific interests and the literature that will satisfy those interests</i>											
<i>knows how a literary selection can expand or enrich personal viewpoints or experiences</i>											







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