



Note: Levels A-I represent Grade Levels K-8;

Florida - Grade 6 -Language Arts Standards /Benchmarks 2005

PLATO Courseware Covering Florida - Grade 6 - Language Arts

Reading

Standard 1: The student uses the reading process effectively. (LA.A.1.3)

1. uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.

Reading Explorations 6 - Nile River - Using What You Know; **Fundamental Reading Strategies** - Using What You Know; Reading Between the Lines;

2. uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

Projects for the Real World G - Terrence Hardy's Life (Build a Timeline); Reading the Mail (Follow Directions); Give a Pet a Home (Make decisions based on Information); **Essential Reading Skills 2** - Drawing Conclusions;

3. demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

Ongoing throughout the courseware listed.

4. uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report.

Reading Explorations 6 - Carpathain Mountains - Summarizing What You Read;

Standard 2: The student constructs meaning from a wide range of texts. (LA.A.2.3)

1. determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

Essential Reading Skills 1 - Being a Word Detective; Finding Main Ideas 1; What Happens Next?

2. identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning.			<u>Reading Explorations 6-</u> Chauvet Cave - Finding What's Important;
3. recognizes logical, ethical, and emotional appeals in texts.			<u>Projects for the Real World G</u> - Become an Active Viewer (How TV Programs Affect the Viewer);
4. uses a variety of reading materials to develop personal preferences in reading.			<u>Projects for the Real World G</u> - At Your Fingertips (Add your ideas on what TV might be like in the future);
5. locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.			<u>Projects for the Real World G</u> - Percents; Budget Buying (How to Calculate Discounts);
6. uses a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs, to gather information for research topics.			<u>Projects for the Real World G</u> - On the Beat (Cardiovascular System); Getting Around (Bus Schedules);
7. synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.			<u>Projects for the Real World G</u> - Sequencing Events; <u>Reading Explorations 6</u> - Thames River - Why Are You Reading This?;
8. checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.			<u>Reading Explorations 6-</u> Gobi Desert - Making Good Guesses;
Writing			
Standard 1: The student uses writing processes effectively. (L.A.B.1.3)			

<p>1. organizes information before writing according to the type and purpose of writing.</p>		<p><u>Essential Writing Process and Practice</u> - Understanding Writing Assignments; Mapping Ideas; <u>Projects for the Real World G</u> - Biographical Sketch (Use notes to Write);</p>
<p>2. drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.</p>		<p><u>Essential Writing Process and Practice</u> - Using a Checklist to Proofread Your Work; Adding Missing Forms of "Be" and "Have"; Matching Separated Verbs and Subjects; Matching Verbs with Compound Subjects; Fixing Double Negatives; Choosing Good/Well and Bad/Badly; Showing Ownership in Singular Nouns; Using Commas in Dates and Places; <u>Projects for the Real World G</u> - Edit a Handbook for Pet Owners (Compound Subjects/Predicates); Edit a Science Report (Sentence Fragments); Edit a Feature Article (Capitalization, Punctuation, Quotes);</p>
<p>3. produces final documents that have been edited for: correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.</p>		<p><u>Essential Writing Process and Practice</u> - Choosing Words Carefully; Separating Ideas into Paragraphs; Putting Commas and Periods inside Quotation Marks; Putting Quotation Marks around Quotations; Capitalizing Titles of People; Capitalizing Names of Places and Events; <u>Projects for the Real World G</u> - Edit a Pen Pal Directory (Capitalization); Beware (Write Declarative, Interrogative, Imperative, Exclamatory, Statement, Questions, Commands); Edit a Newspaper Article (Subject-Verb Agreement); Edit a Biographical Sketch (Pronoun Usage); True Reps (Subject-Verb Agreement);</p>
<p>Standard 2: The student writes to communicate ideas and information effectively. (L.A.B.2.3)</p>		

1. writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.			<u>Projects for the Real World G</u> - Captions and Cartoons (Write Cartoon Captions);
2. organizes information using alphabetical, chronological, and numerical systems.			<u>Projects for the Real World G</u> - What Else Can I Do ? (Schedule Data/Circle Graph); Blue Dot Disease (Graphs, Legends); Making Graphs; What Class (Classification System);
3. selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.			<u>Essential Writing Process and Practice</u> - Thinking About Audience; <u>Projects for the Real World G</u> - Design an Exercise Plan; It's All in the Name (Rewrite Job Titles); Justifying An Opinion; Get Rid of Graffiti (Write a Petition);
4. uses electronic technology including databases and software to gather information and communicate new knowledge.			<u>Projects for the Real World G</u> - Hot Spots in Time (Learn information about the earth); Bad Rep Reading (Comparing);
Listening, Viewing, and Speaking			
Standard 1: The student uses listening strategies effectively. (L.A.C.1.3)			
1. listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.			<u>Projects for the Real World G</u> - Why Do We Buy (Learn What Motivates People to Buy and Sell); Principal Parts;
2. selects and listens to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.			In-Class Activity;
3. acknowledges the feelings and messages sent in a conversation.			<u>Projects for the Real World G</u> - You're in Charge (Evaluate TV Programs); Befriend Trees (Learn about Community Groups);
4. uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.			Summarizing and Asking Questions are covered in other standards listed.

Standard 2: The student uses viewing strategies effectively. (LA.C.2.3)			
1. determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.			"Non-Print" indicates In-Class Activities;
2. uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.			In-Class Activity;
Standard 3: The student uses speaking strategies effectively. (LA.C.3.3)			
1. understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.			<u>Projects for the Real World G</u> - Fund Raising (Learn to Present Yourself in a Confident Manner);
2. asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences.			<u>Reading Explorations 6</u> - Serengeti (Asking and Answering Questions);
3. speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.			In-Class Activity;
Language			
Standard 1: The student understands the nature of language. (LA.D.1.3)			
1. understands that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.			<u>Essential Writing Process and Practice</u> - Matching Verbs with Subjects; Matching Irregular Verbs with Subjects;

2. demonstrates an awareness that language and literature are primary means by which culture is transmitted.			PLATO does not cover this benchmark on a 6th grade level;
3. demonstrates an awareness of the difference between the use of English in formal and informal settings.			<u>Projects for the Real World G</u> - Captions and Cartoons (Informal Language);
4. understands that languages change over time.			PLATO does not cover this benchmark on a 6th grade level;
Standard 2: The student understands the power of language. (L.A.D.2.3)			
1. selects language that shapes reactions, perceptions, and beliefs.			<u>Projects for the Real World G</u> - Watch Carefully (Advertising);
2. uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications.			<u>Essential Writing Process and Practice</u> - Reading Out Loud;
3. distinguishes between emotional and logical argument.			<u>Projects for the Real World G</u> - Forest or Park (Opinion Pyramids);
4. understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising. 5. incorporates audiovisual aids in presentations.			<u>Projects for the Real World G</u> - Storyboard a TV Ad; <u>Reading Explorations 6</u> - Great Barrier Reef -Using Graphics to Understand Information; (PLATO provides an online tool for creating presentations);
6. understands specific ways that mass media can potentially enhance or manipulate information.			<u>Projects for the Real World G</u> - The Rating Game (TV Ads);
7. understands that laws exist that govern what can and cannot be done with mass media.			PLATO does not cover this benchmark;

Literature			
Standard 1: The student understands the common features of a variety of literary forms. (LA.E.1.3)			
1. identifies the defining characteristics of classic literature 2. recognizes complex elements of plot, including setting, character development, conflicts, and resolutions. 3. understands various elements of authors’ craft appropriate at this grade level 4. 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, and rhythm. 5. identifies common themes in literature.			<u>Vocabulary and Reading Stories 3 & 4; Essential Reading Skills 1</u> - Idioms; Similes; <u>Fundamental Writing Process and Practice</u> - Avoiding Cliches;
Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. (LA.E.2.3)			
1. understands how character and plot development, point of view, and tone are used 2. responds to a work of literature 3. knows that a literary text may elicit a wide variety of valid responses. 4. knows ways in which literature reflects the diverse voices of people . 5. recognizes different approaches that can be applied to the study of literature 6. identifies specific questions of personal importance and seeks to answer them through literature. 7. identifies specific interests and the literature that will satisfy those interests. 8. knows how a literary selection can expand or enrich personal viewpoints or experiences.			<u>Vocabulary and Reading Stories 5 & 6; Vocabulary and Reading Information 3 & 4;</u>
<u>Courses Used:</u> Projects for the Real World; Reading Explorations; Essential Reading Skills; Vocabulary and Reading Comprehension; Essential/Fundamental Writing Process and Practice; Fundamental Reading Strategies;			