



M/J Language Arts 1 and M/J Language Arts 1 Advanced Grade 6 Curriculum Map



The following curriculum map is based on the Language Arts Florida Standards (LAFS), which are listed at the beginning of the map and can be accessed at www.cpalms.org.

The main resource for the support of instruction is the *Florida Collections* textbook series and digital platform found at <http://my.hrw.com>.

Required texts and assessments are found in the Collections listed in the table below.

Grade Level	Quarter 1	Quarter 2	Quarter 3	Quarter 4
6	Collection 4: Making Your Voice Heard	Collection 1: Facing Fear	Collection 5: Decisions That Matter	Collection 6: What Tales Tell
Required Assessments	PT: Argument Speech DIA: Assessment of Reading 1	VLT 1: Argumentative Essay PT: Expository Essay DIA: Assessment of Reading 2	VLT 2: Informative Essay PT: Personal Narrative	PT: Play or Myth

Novel Study – Second semester: *Hatchet, Peak, The Fighting Ground* or an appropriate ELA Department/PLC/Grade Level-based selection which does not conflict with reading courses.

The curriculum map represents what is required in each quarter of instruction to ensure that all the standards are taught as a support for learning. Flexibility is given to the grade level PLC and teachers beyond the required texts and activities to add additional resources from Florida Collections or other outside sources to best support students’ learning needs. In the advanced course, teachers will provide students with additional rigorous reading and writing experiences beyond what is contained in the map. The VLT is the Volusia Literacy Test which will be given two times a year to assess student success with the LAFS. The DIA is the District Interim Assessment of Reading Standards which will be given 2 or 3 times per year. The PT is a Performance Task which will assess student success with specific LAFS linked to a particular unit of the Florida Collections textbook.

During class discussion of what has been read, students should consistently be asked to find evidence from the text. This textual evidence should then be used in the students’ writing, research, discussions and presentations.

The study and application of vocabulary and grammar should take place within the context of what students read and write.

Grade 6 Language Arts Florida Standards

Yearlong Target Standards are bolded. These standards are highly assessed and represent major instructional shifts as required by the Language Arts Florida Standards. *Italicized* standards are those that require instructional awareness and are woven into the reading and writing process; however, they are not formally assessed.

Strand: READING STANDARDS FOR LITERATURE	
LAFS.6.RL.1.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RL.1.2	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.
LAFS.6.RL.1.3	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.
LAFS.6.RL.2.4	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.
LAFS.6.RL.2.5	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.
LAFS.6.RL.2.6	Explain how an author develops the point of view of the narrator or speaker in a text.
LAFS.6.RL.3.7	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.
LAFS.6.RL.3.9	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.
LAFS.6.RL.4.10	<i>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.</i>

Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
LAFS.6.RI.1.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RI.1.2	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.
LAFS.6.RI.1.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LAFS.6.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LAFS.6.RI.2.5	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.
LAFS.6.RI.2.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
LAFS.6.RI.3.7	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.
LAFS.6.RI.3.8	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.
LAFS.6.RI.3.9	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).
LAFS.6.RI.4.10	<i>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.</i>

Strand: WRITING STANDARDS	
LAFS.6.W.1.1	Write arguments to support claims with clear reasons and relevant evidence.
LAFS.6.W.1.1a	Introduce claim(s) and organize the reasons and evidence clearly.
LAFS.6.W.1.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LAFS.6.W.1.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
LAFS.6.W.1.1d	Establish and maintain a formal style.
LAFS.6.W.1.1e	Provide a concluding statement or section that follows from the argument presented.
LAFS.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.
LAFS.6.W.1.2a	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.
LAFS.6.W.1.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LAFS.6.W.1.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
LAFS.6.W.1.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.6.W.1.2e	Establish and maintain a formal style.
LAFS.6.W.1.2f	Provide a concluding statement or section that follows from the information or explanation presented.
LAFS.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.
LAFS.6.W.1.3a	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.
LAFS.6.W.1.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LAFS.6.W.1.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LAFS.6.W.1.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
LAFS.6.W.1.3e	Provide a conclusion that follows from the narrated experiences or events.
LAFS.6.W.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6)
LAFS.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.
LAFS.6.W.3.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.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.
LAFS.6.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LAFS.6.W.3.9a	<i>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”).</i>

LAFS.6.W.3.9b	<i>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”).</i>
LAFS.6.W.4.10	<i>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.</i>

Strand: SPEAKING AND LISTENING STANDARDS

LAFS.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.
LAFS.6.SL.1.1a	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.
LAFS.6.SL.1.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LAFS.6.SL.1.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LAFS.6.SL.1.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.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.
LAFS.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.
LAFS.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.
LAFS.6.SL.2.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.SL.2.6	<i>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3)</i>

Strand: LANGUAGE STANDARDS

LAFS.6.L.1.1	<i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i>
LAFS.6.L.1.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
LAFS.6.L.1.1b	Use intensive pronouns (e.g., myself, ourselves).
LAFS.6.L.1.1c	Recognize and correct inappropriate shifts in pronoun number and person.
LAFS.6.L.1.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
LAFS.6.L.1.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LAFS.6.L.1.2	<i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i>
LAFS.6.L.1.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
LAFS.6.L.1.2b	Spell correctly.
LAFS.6.L.2.3	<i>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</i>
LAFS.6.L.2.3a	Vary sentence patterns for meaning, reader/listener interest, and style
LAFS.6.L.2.3b	Maintain consistency in style and tone.

LAFS.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.
LAFS.6.L.3.4a	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.
LAFS.6.L.3.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
LAFS.6.L.3.4c	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.
LAFS.6.L.3.4d	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).
LAFS.6.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LAFS.6.L.3.5a	Interpret figures of speech (e.g., personification) in context.
LAFS.6.L.3.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
LAFS.6.L.3.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
LAFS.6.L.3.6	<i>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.</i>

M/J Language Arts 1, Regular and Advanced, Grade 6	Quarter 1	Collection 4: Making Your Voice Heard, p. 209
Required Assessments	Assessed Standards	
<ul style="list-style-type: none"> Performance Task: Present an Argument in a Speech, p. 247 (Summative) <p>Note: Students should evaluate other students' speeches to address LAFS.6.SL.1.3.</p>	<p>LAFS.6. W.1.1a-e: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>LAFS.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.</p> <p>LAFS.6. W.3.8: Gather relevant information from multiple print and digital assess the credibility of each source; and quote or paraphrase the data and conclusions of le avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>LAFS.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.</p>	
<ul style="list-style-type: none"> District Interim Assessment of Reading 1 (Formative) Assessment Window: October 9 – 13 <p>Best practice expectation is that teachers provide feedback and review of DIA items/standards.</p>	<p>LAFS.6.RL.1.2: 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.</p> <p>LAFS.6.RL.1.3: 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.</p> <p>LAFS.6.RL.2.4: 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.</p> <p>LAFS.6.RL.3.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p> <p>LAFS.6.RI.1.2: 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.</p> <p>LAFS.6.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>LAFS.6.RI.2.6: Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>LAFS.6.RI.3.7: Integrate information presented in different media or formats, as well as in words to develop a coherent understanding of a topic or issue.</p> <p>LAFS.6.RI.3.8: 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.</p> <p>LAFS.6.RI.3.9: Compare and contrast one author's presentation of events with that of another.</p> <p>LAFS.6.L.1.1b: Use intensive pronouns .</p> <p>LAFS.6.L.1.1c: Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>LAFS.6.L.1.2a: Use punctuation to set off nonrestrictive/parenthetical elements.</p>	

Required Texts and Activities		Focus Standards
<p><i>Performance Assessment</i> booklet-- Unit 1: Argumentative Essay, pp. 1-32 (Choose activities based on students' needs.)</p> <p>Students must complete Step 3 of <i>Performance Assessment</i> booklet, p. 9, in order to practice LAFS.6.RI.3.7.</p> <p>(Writing instruction should be integrated with daily planning and lessons, not taught as a separate skill.)</p> <p>(The VLT assessment window is in the 2nd nine weeks; however, instruction on argumentative writing will occur in Quarter 1. Teachers may want to save Step 3 in the <i>Performance Assessment</i> booklet for Quarter 2.)</p>		<p>LAFS.6.W.1.1a-e: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>LAFS.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, focusing on how well purpose and audience have been addressed.</p> <p>LAFS.6.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p>"Eleven," p. 233-236</p> <p>Suggested pacing: 2 weeks</p>	<p>Analyzing the Text, p. 238</p>	<p>LAFS.6.RI.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>LAFS.6.RI.6.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>
	<p>Performance Task, Speaking Activity: Discussion, p. 238</p>	<p>LAFS.6.SL.1.1a-d: Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
	<p>Vocabulary Strategy: Denotation and Connotation, p. 239</p>	<p>LAFS.6.RI.6.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>LAFS.6.L.3.4c: Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>LAFS.6.L.3.5c: Distinguish among the connotations of words with similar denotations.</p>
<p>"A Voice," p. 241</p> <p>"Words Like Freedom," p. 244</p>	<p>Analyze Tone, p. 245</p>	<p>LAFS.6.RL.2.2.4: 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.</p>
	<p>Analyzing Text, p. 246</p>	<p>LAFS.6.RL.1.2: 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.</p> <p>LAFS.6.RL.1.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as</p>

Suggested pacing: 2 weeks		<p>well as how the characters respond or change as the plot moves toward a resolution.</p> <p>LAFS.6.RL.2.4: 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.</p> <p>LAFS.6.RI.2.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>LAFS.6.RL.3.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p>
	Performance Task, p. 246	LAFS.6.W.1.3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
“Wild Animals Aren’t Pets,” p. 223	Analyzing the Text, p. 226	<p>LAFS.6.RI.1.2: 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.</p> <p>LAFS.6.RI.2.5: 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.</p> <p>LAFS.6.RI.3.8: 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.</p>
“Let People Own Exotic Animals” p. 227 Suggested pacing: 2 weeks	Analyzing the Text, p. 229	<p>LAFS.6.RI.1.2: 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.</p> <p>LAFS.6.RI.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>LAFS.6.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>

M/J Language Arts 1, Regular and Advanced, Grade 6	Quarter 2	Collection 1: Facing Fear, p.1; Collection 3: Dealing with Disaster, p. 137
Required Assessments	Assessed Standards	
<ul style="list-style-type: none"> VLT 1: Argumentative Essay (see Canvas) 	<p>LAFS.6.W.1.1a-e: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>LAFS.6.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LAFS.6.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<ul style="list-style-type: none"> District Interim Assessment of Reading 2 (Formative) Assessment Window: December 12 – 19 <p>Best practice expectation is that teachers provide feedback and review of DIA items/standards.</p>	<p>LAFS.6.RL.1.2: 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.</p> <p>LAFS.6.RL.1.3: 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.</p> <p>LAFS.6.RL.2.4: 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.</p> <p>LAFS.6.RL.2.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>LAFS.6.RL.3.7 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.</p> <p>LAFS.6.RL.3.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p> <p>LAFS.6.RI.1.2: 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.</p> <p>LAFS.6.RI.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>LAFS.6.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>LAFS.6.RI.2.5: 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.</p> <p>LAFS.6.RI.2.6: Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>LAFS.6.RI.3.9: Compare and contrast one author’s presentation of events with that of another.</p> <p>LAFS.6.L.1.1b: Use intensive pronouns.</p> <p>LAFS.6.L.1.2a: Use punctuation to set off nonrestrictive/parenthetical elements.</p>	
Required Texts and Activities	Focus Standards	
<p><i>Performance Assessment booklet</i>-- Unit 2: Informative Essay, pp. 33-66 (Choose activities based on students’ needs.) (Writing instruction should be integrated with daily</p>	<p>LAFS.6.W.1.2a-f: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>LAFS.6.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

<p>planning and lessons, not taught as a separate skill.)</p> <p>(The VLT assessment window is in the 3rd nine weeks; however, instruction on informative writing will occur in Quarter 2. Teachers may want to save Step 3 in the <i>Performance Assessment</i> booklet for Quarter 3.)</p>	<p>LAFS.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.</p> <p>LAFS.6.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>								
<p>“Life Doesn’t Frighten Me,” p. 37</p> <p>Suggested pacing: 1 week</p>	<table border="1"> <tr> <td data-bbox="415 407 772 695"> <p>Analyze the Text, p. 40</p> </td> <td data-bbox="772 407 2016 695"> <p>LAFS.6.RL.1.2: 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.</p> <p>LAFS.6.RL.2.4: 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.</p> <p>LAFS.6.RL.2.5: 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.</p> <p>LAFS.6.RL.2.6: Explain how an author develops the point of view of the narrator or speaker in a text.</p> </td> </tr> <tr> <td data-bbox="415 695 772 979"> <p>Performance Task, Include discussion: Teacher or student reading with author’s reading</p> </td> <td data-bbox="772 695 2016 979"> <p>LAFS.6.RL.3.7: 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.</p> <p>LAFS.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.</p> <p>LAFS.6.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3).</p> </td> </tr> </table>	<p>Analyze the Text, p. 40</p>	<p>LAFS.6.RL.1.2: 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.</p> <p>LAFS.6.RL.2.4: 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.</p> <p>LAFS.6.RL.2.5: 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.</p> <p>LAFS.6.RL.2.6: Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Performance Task, Include discussion: Teacher or student reading with author’s reading</p>	<p>LAFS.6.RL.3.7: 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.</p> <p>LAFS.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.</p> <p>LAFS.6.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3).</p>				
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<p>“After the Hurricane,” p. 157</p> <p>“Watcher,” p. 166</p> <p>Suggested pacing: 2 weeks</p>	<table border="1"> <tr> <td data-bbox="415 979 772 1060"> <p>Analyzing the Text, p. 165 Question #1</p> </td> <td data-bbox="772 979 2016 1060"> <p>LAFS.6.RL.1.2: 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.</p> </td> </tr> <tr> <td data-bbox="415 1060 772 1230"> <p>Collaborative Discussion, p. 167</p> </td> <td data-bbox="772 1060 2016 1230"> <p>LAFS.6.RL.3.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p> <p>LAFS.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.</p> </td> </tr> <tr> <td data-bbox="415 1230 772 1312"> <p>Analyzing the Text, p. 168 Question #1</p> </td> <td data-bbox="772 1230 2016 1312"> <p>LAFS.6.RL.2.5: 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.</p> </td> </tr> <tr> <td data-bbox="415 1312 772 1489"> <p>Analyzing the Text, p. 170</p> </td> <td data-bbox="772 1312 2016 1489"> <p>LAFS.6.RL.2.4: 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.</p> <p>LAFS.6.RL.2.5: 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.</p> </td> </tr> </table>	<p>Analyzing the Text, p. 165 Question #1</p>	<p>LAFS.6.RL.1.2: 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.</p>	<p>Collaborative Discussion, p. 167</p>	<p>LAFS.6.RL.3.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p> <p>LAFS.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.</p>	<p>Analyzing the Text, p. 168 Question #1</p>	<p>LAFS.6.RL.2.5: 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.</p>	<p>Analyzing the Text, p. 170</p>	<p>LAFS.6.RL.2.4: 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.</p> <p>LAFS.6.RL.2.5: 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.</p>
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		LAFS.6.RL.2.6: Explain how an author develops the point of view of the narrator or speaker in a text. LAFS.6.RL.3.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
"Fears and Phobias," p. 41	Cite Evidence and Analyze Structure, p. 47	LAFS.6.RI.2.5: 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.
	Performance Task, p. 48	6.RL.1.2 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. LAFS.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. LAFS.6.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Language Conventions: Subjective and Objective Pronouns, p. 50	LAFS.6.L.1.1a: Ensure that pronouns are in the proper case.
"In the Spotlight," p.51	Language Conventions: Relative Pronouns, p. 98	LAFS.6.L.1.1a: Ensure that pronouns are in the proper case.
	Determine Central Idea, p. 55	LAFS.6.RI.1.2: 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. LAFS.6.RI.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
Suggested pacing: 3 weeks	Analyze the Text, p. 56	LAFS.6.RI.1.2: 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. LAFS.6.RI.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. LAFS.6.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. LAFS.6.RI.2.5: 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. LAFS.6.RI.2.6: Explain how an author develops the point of view of the narrator or speaker in a text.
	Language Conventions: Possessive Pronouns, p. 58	LAFS.6.L.1.1a Ensure that pronouns are in the proper case.

M/J Language Arts 1, Regular and Advanced, Grade 6		Quarter 3	Collection 5: Decisions That Matter, p. 251
Required Assessments		Assessed Standards	
<ul style="list-style-type: none"> VLT: Informative Essay (see Canvas) Assessment Window: January 16 – February 7 (The VLT reporting window extends into the third nine weeks; however, instruction on informative writing will occur in Quarter 2.)		LAFS.6.W.1.2a-f: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. LAFS.6.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.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. LAFS.6.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	
<ul style="list-style-type: none"> Performance Task: Write a Personal Narrative, <i>Florida Collections</i>, p. 303 (Summative) 		LAFS.6.W.1.3 a-e: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. LAFS.6.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.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.	
Required Texts and Activities		Focus Standards	
from <i>It Worked for Me</i> , p. 253 from <i>Colin Powell: Military Leader</i> , p. 260 RC3 Lesson (suggested) Suggested pacing: 2 weeks	Analyzing the Text: Memoir, p. 259	LAFS.6.RI.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	
	Analyzing the Text, p. 259	LAFS.6.RI.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. LAFS.6.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. LAFS.6.RI.2.5: 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. LAFS.6.RI.2.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	
	Analyze Text: Biography, p. 266	LAFS.6.RI.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. LAFS.6.RI.2.5: 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.	
	Analyzing the Text, p. 266	LAFS.6.RI.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. LAFS.6.RI.2.5: 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.	

		LAFS.6.RI.2.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
	Analyze Texts: Sources Compare and Contrast: Memoir and Biography, p. 267	LAFS.6.RL.1.3: 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. LAFS.6.RI.3.9: Compare and contrast one author’s presentation of events with that of another.
	Analyzing the Texts, p. 268	LAFS.6.RL.1.3: 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. LAFS.6.RI.2.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. LAFS.6.RI.3.7: Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue. LAFS.6.RI.3.9: Compare and contrast one author’s presentation of events with that of another.
“The First Day of School,” p. 271 Suggested pacing: 2 weeks	Analyzing the Text, p. 278	LAFS.6.RL.1.2: 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. LAFS.6.RL.1.3: 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. LAFS.6.RL.2.4: 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.
	Performance Task-Writing Activity: Essay, p. 278	LAFS.6.W.1.2a: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. LAFS.6.W.1.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. LAFS.6.W.1.2e: Establish and maintain a formal style. LAFS.6.W.1.2f: Provide a concluding statement or section that follows from the information or explanation presented. LAFS.6.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
“The Road Not Taken,” p. 281 Suggested pacing: 2 weeks	Analyzing the Text, p. 284	LAFS.6.RL.1.2: 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. LAFS.6.RL.2.4: 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. LAFS.6.RL.2.5: 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.

	Performance Task, Speaking Activity: Discussion, p. 284	LAFS.6.SL.1.1a-d: Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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M/J Language Arts 1, Regular and Advanced, Grade 6		Quarter 4	Collection 6: What Tales Tell, p. 311
Required Assessments		Assessed Standards	
<ul style="list-style-type: none"> Performance Task: Write a Play or a Myth, p. 377 		<p>LAFS.6.W.1.3a-e: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>LAFS.6.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	
Required Texts and Activities		Focus Standards	
<p>"The Roles of Myths in Ancient Greece from Greek Mythology," p. 363</p> <p>History Channel video: <i>Greek Mythology</i>, Safari Montage</p> <p>Suggested pacing: 1 week</p>	Performance Task-Speaking Activity: Discussion, p. 370	<p>LAFS.6.RI.1.2: 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.</p> <p>LAFS.6.SL.1.1a-d: Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	
	Collaborative Discussion, p. 368	<p>LAFS.6.RL.3.7: 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.</p>	
	Critical Vocabulary & Vocabulary Strategy: Latin Roots, p. 371	<p>LAFS.6.L.3.4a: Use context as a clue to the meaning of a word or phrase.</p> <p>LAFS.6.L.3.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p>	
	Language Conventions: Parentheses, p. 372	<p>LAFS.6.L.1.2a: Use punctuation to set off nonrestrictive/parenthetical elements.</p>	
<p>"The Prince and the Pauper," p. 345</p> <p>RC3 Lesson (suggested)</p>	Collaborative Discussion, p. 360	<p>LAFS.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.</p>	
	Describe Drama, p. 361	<p>LAFS.6.RL.1.3: 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.</p> <p>LAFS.6.RL.2.5: 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.</p> <p>LAFS.6.RL.3.7: 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.</p>	

Suggested pacing: 2 weeks	Performance Task-Speaking Activity: Dramatic Reading, p. 362	LAFS.6.SL.1.1a: 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. LAFS.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.
	Describe Stories: Myth & Determine Theme, p. 327	LAFS.6.RL.1.2: 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. LAFS.6.RL.1.3: 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.
"from Black Ships Before Troy- The Story of the Iliad," p.313	Analyzing the Text, p. 328	LAFS.6.RL.1.2: 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. LAFS.6.RL.1.3: 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. LAFS.6.RL.2.5: 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.
"Medusa's Head" "Medusa," <i>Close Reader</i> , p. 101 Suggested pacing: 2 weeks	Short Response, <i>Close Reader</i> , p. 114	LAFS.6.RL.1.2: 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. LAFS.6.RL.1.3: 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. LAFS.6.RL.2.5: 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.

English Language Arts Formative Assessment System (ELFAS) resources to support reteaching and remediation

<https://portal.fldoesso.org/PORTAL/Sign-on/SSO-Home.aspx/>

Standard	Lesson Title	Standard	Lesson Title
LAFS.6.W.1.1a	For it, Against it: Tell me Why	LAFS .6.RI.1.1	E to I of Citing Text Evidence
LAFS.6.W.1.1b	For it, Against it: Give me the Facts	LAFS.6.RI.1.3	Elaborate on Roller Coaster Safety
LAFS.6.W.1.1c	For it, Against it: Make it Flow	LAFS.6.RI.1.3	Introducing and Elaborating on Communication
LAFS.6.W.1.1e	For it, Against it: I've proved my Point	LAFS.6.RI.2.5	Small but Significant
LAFS.6.W.1.2f	Can You Write a Concluding Statement	LAFS.6.L.2.3a	Variety is Interesting
LAFS.6.W.1.3b	The Power of Dialogue	LAFs.6.L.3.5c	Choosing Your Words Carefully
LAFS.6.W.2.5	Themes Analysis Writing	LAFS.6.RL.2.6	It all Depends on the Point of View
LAFS.6.W.3.8	Is it Trustworthy	LAFS.6.RL.1.2	Theme-It's all in the details
LAFS .6.W.3.9	What does this place sound like, feel like, look like?	LAFS.6.RL.3.9	Theme Analysis

DIA (District Interim Assessment) and VLT (Volusia Literacy Test of Text-based Essay Writing) Assessment Calendar 2017-2018

6	MJ Lang Arts 1 and Advanced	<p align="center">DIA 1 Assessment Window: October 9-13 Scanned and in Eduphoria Deadline: October 16 (Teacher Duty Day)</p> <p align="center">Best practice expectation is that teachers provide feedback and review of DIA items/standards.</p>	<p align="center">VLT 1: Argumentative Writing Assessment Window: October 23-November 15 Eduphoria Score Report Deadline: November 15</p> <p align="center">Instruction, assessment, and feedback to students is part of this assessment window.</p>	<p align="center">DIA 2 Assessment Window: December 12-19 Scanned and in Eduphoria Deadline: December 20 (Teacher Duty Day)</p> <p align="center">Best practice expectation is that teachers provide feedback and review of DIA items/standards.</p>	<p align="center">VLT 2: Informational Writing Assessment Window: January 16-February 7 Eduphoria Score Report Deadline: February 7</p> <p align="center">Instruction, assessment, and feedback to students is part of this assessment window.</p>	<p align="center">DIA 3 (optional) school-based decision by Principal Suggested assessment window prior to FSA: March 5-March 23; Scanned and in Eduphoria by March 28, 2017 (Teacher Duty Day)</p> <p align="center">Best practice expectation is that teachers provide feedback and review of DIA items/standards.</p>
7	MJ Lang Arts 2 and Advanced					
8	MJ Lang Arts 3 and Advanced					
9	English 1, Honors & Pre-IB					
10	English 2, Honors & Pre-IB					
11	English 3	<p>VLT 1: Argumentation Writing Assessment Window: August 21-September 13 Eduphoria Score Report Deadline: September 13</p>	<p>VLT 2: Informative Writing Assessment Window: October 23-November 15 Eduphoria Score Report Deadline: November 15</p>			
11	English 3 Honors	<p>VLT 1: Rhetorical Analysis Assessment Window: Semester 1 Eduphoria Score Report Deadline: December 15</p>	<p>VLT 2: Rhetorical Analysis Assessment Window: Semester 2 Eduphoria Score Report Deadline: May 11</p>			
12	English 4	<p>VLT 1: Argumentation Writing Assessment Window: August 21-September 13 Eduphoria Score Report Deadline: September 13</p>	<p>VLT 2: Informative Writing Assessment Window: October 23-November 15 Eduphoria Score Report Deadline: November 15</p>			
12	English 4 Honors	<p>VLT 1: Rhetorical Analysis Assessment Window: Semester 1 Eduphoria Score Report Deadline: December 15</p>	<p>VLT 2: Rhetorical Analysis Assessment Window: Semester 2 Eduphoria Score Report Deadline: May 11</p>			
12	ENG 4 FL College Prep	<p>VLT 1: Informative Writing Assessment Window: Semester 1 Eduphoria Score Report Deadline: December 15</p>	<p>VLT 2: Argumentation Writing Assessment Window: Semester 2 Eduphoria Score Report Deadline: May 11</p>			