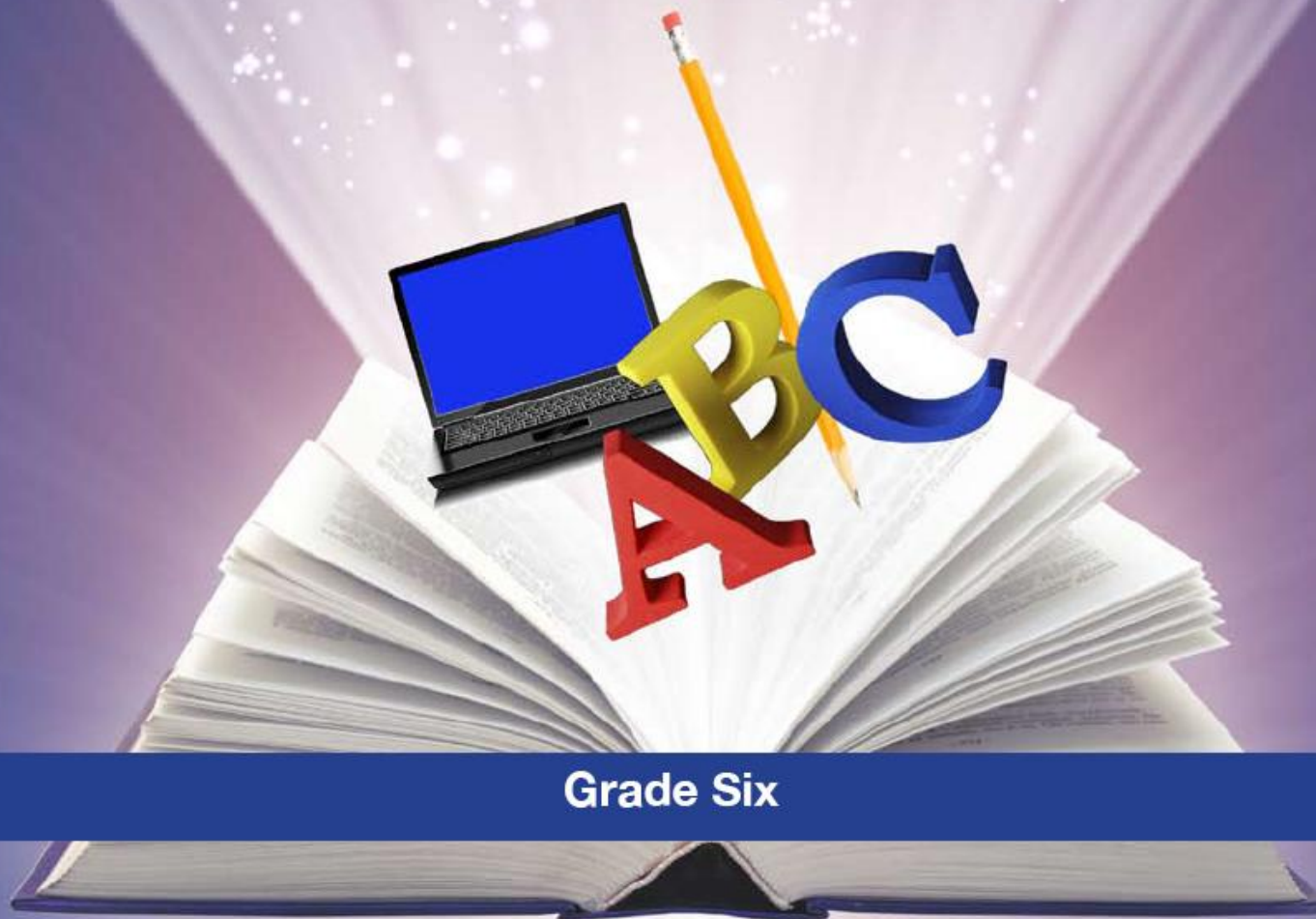


English Standards of Learning CURRICULUM FRAMEWORK 2010



Grade Six

Board of Education, Commonwealth of Virginia

At the sixth-grade level, students will participate in small group and classroom discussions. They will express personal opinions and come to understand not only differing points of view but also the differences between facts and opinions. Small-group analysis and self-analysis of the effectiveness of communication will be introduced. When students speak formally and informally in small groups or individual presentations, they will be expected to use grammatically correct English. In addition, students will understand the basic elements of media literacy.

- 6.1 The student will participate in and contribute to small-group activities.**
- a) **Communicate as leader and contributor.**
 - b) **Evaluate own contributions to discussions.**
 - c) **Summarize and evaluate group activities.**
 - d) **Analyze the effectiveness of participant interactions.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|--|---|---|
| <ul style="list-style-type: none"> • The intent of this standard is that students will use oral language effectively. • Students will evaluate the effectiveness of the contributions of participants in a variety of roles in a discussion group. | <p>All students should</p> <ul style="list-style-type: none"> • interact as both group leader and member. • use verbal and nonverbal feedback from the audience to evaluate their own contributions. • process and verbalize the content and impact of each participant's contribution to a discussion. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • ensure that all group members participate in the exchange of information. • use strategies that contribute to the discussion. • receive and understand feedback from the others. • pose and respond to questions. • relate and retell information. • restate briefly and critically the main idea(s) or theme(s) discussed within a group. • use active listening to focus on what is said and what is implied. • summarize what is heard. • retain and rethink ideas based on what is heard. • infer and assimilate new ideas. • use a checklist and/or rubric to evaluate the participation of self and others. |

- 6.2 The student will present, listen critically, and express opinions in oral presentations.**
- a) **Distinguish between fact and opinion.**
 - b) **Compare and contrast viewpoints.**
 - c) **Present a convincing argument.**
 - d) **Paraphrase and summarize what is heard.**
 - e) **Use language and vocabulary appropriate to audience, topic, and purpose.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|--|
| <ul style="list-style-type: none"> • The intent of this standard is that students will refine and apply critical listening skills while participating in oral presentations as both the speaker and members of the audience. • Students will present convincing arguments and compare and contrast viewpoints. • Students will paraphrase and summarize what they have heard, using grammatically correct language and appropriate vocabulary. | <p>All students should</p> <ul style="list-style-type: none"> • recognize that facts can be verified and that opinions cannot. • recognize that each member brings to the group a unique viewpoint reflective of his or her background. • paraphrase by putting into their own words what has been said by others. • paraphrase and summarize by restating the main points more succinctly than the original presentation. • organize a presentation. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • take notes to record facts/opinions or differing viewpoints. • organize convincing arguments to include: <ul style="list-style-type: none"> ◦ facts; ◦ statistics; ◦ examples; and ◦ logical reasoning. • paraphrase or summarize what others have said. • plan and deliver an oral presentation, using the following steps: <ul style="list-style-type: none"> ◦ determine topic and purpose; ◦ identify the intended audience; ◦ gather information; ◦ organize the information; ◦ use multimedia to clarify presentation information; ◦ choose vocabulary appropriate to topic, purpose, and audience; ◦ phrase with grammatically correct language; and ◦ practice delivery. • use strategies for summarizing, such as the following: <ul style="list-style-type: none"> ◦ delete trivial and redundant information; ◦ substitute a general term for a list; and ◦ find or create a main idea statement. |

- 6.3 The student will understand the elements of media literacy.**
- a) Compare and contrast auditory, visual, and written media messages.**
 - b) Identify the characteristics and effectiveness of a variety of media messages.**
 - c) Craft and publish audience-specific media messages.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|--|---|---|
| <ul style="list-style-type: none"> • The intent of this standard is that students will be able to identify elements of media literacy recognizing that elements of media literacy are based on audience and purpose. They will also learn all media messages are constructed and that to understand the whole meaning of the message they can <i>deconstruct</i> it, looking at the following attributes: <ul style="list-style-type: none"> ◦ Authorship (Who constructed the message?) ◦ Format (This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, kids' voices.) ◦ Audience (Who is the person or persons meant to see the message? How will different people <i>see</i> the message?) ◦ Content (This is not just the visible content but the <i>embedded</i> content as well which includes underlying assumptions of values or points of view; facts and opinions may be intermixed.) ◦ Purpose (Why is the message being sent—is it meant to persuade, inform, entertain, sell, or a combination of these?) • Auditory media can be heard (e.g., music, radio shows, podcasts). | <p>All students should</p> <ul style="list-style-type: none"> • recognize that a public service announcement (PSA) is an advertisement for the benefit of the public. The purpose of a public service announcement can be to raise awareness. (e.g., advertisements targeting tobacco cessation). • compare and contrast reading to, listening, or viewing an audio, video, or live version of the same text. • understand the effectiveness of any media message is determined by the results on the intended audience. For example, the <i>Don't Drink and Drive</i> campaign has been an effective campaign because the number of traffic accidents due to drunk driving has been reduced. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • deconstruct and compare/contrast several types of media messages. • recognize production elements in media are composed based on audience and purpose. • create media messages, such as public service announcements aimed at a variety of audiences with different purposes. • 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. • identify the elements of a variety of media including layout, pictures, and text features in print media; camera shots, lighting, editing, and sound in TV, radio, and film. • access media message to compare and contrast information presented in different media and/or formats. • understand that three most common camera angles or shots are the close-up, long shot, and medium shot. |

- 6.3 The student will understand the elements of media literacy.**
- a) Compare and contrast auditory, visual, and written media messages.**
 - b) Identify the characteristics and effectiveness of a variety of media messages.**
 - c) Craft and publish audience-specific media messages.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|--|---------------------------------|---|
| <ul style="list-style-type: none"> • Visual media can be viewed (e.g., television, video, Web-based materials, print ads). • Written media includes text (e.g., newspapers, magazines, books, blogs). • There are a variety of camera angles, which can add perspective or point of view to what is being pictured. Sometimes the camera angle can greatly influence the audience. A close-up only shows part of a subject usually in great detail; a long shot often establishes the scene (car driving up to a hotel or an overview of a city); a medium shot shows the whole subject (a person, car etc.). | | |

At the sixth-grade level, students will expand the study of roots and affixes as well as the use of context to develop independence in vocabulary acquisition. Figurative language will be introduced. Students will read independently and in groups for appreciation and comprehension of a variety of fiction, narrative nonfiction, nonfiction, and poetry. Both classic and recent works will be included. Students will apply critical reading and reasoning skills across the content areas, including history and social science, science, and mathematics. When selecting text, teachers will consider appropriateness of subject and theme, as well as text complexity.

- 6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.**
- a) **Identify word origins and derivations.**
 - b) **Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.**
 - c) **Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.**
 - d) **Identify and analyze figurative language.**
 - e) **Use word-reference materials.**
 - f) **Extend general and specialized vocabulary through speaking, listening, reading, and writing.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|--|---|
| <ul style="list-style-type: none"> • The intent of this standard is that students will become independent learners of vocabulary. Teachers should choose vocabulary from context. • Students will be exposed to prefixes, suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts may be related to each other in meaning and origin. • Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages— <i>night</i> (English), <i>nuit</i> (French), <i>Nacht</i> (German), <i>nacht</i> (Dutch), <i>nicht</i> (Scots), <i>natt</i> (Swedish, Norwegian), <i>nat</i> (Danish), <i>raat</i> (Urdu), <i>nátt</i> (Faroese), <i>nótt</i> (Icelandic), <i>noc</i> (Czech, Slovak, Polish). • Figurative language will be introduced and, students will continue the use of context to help determine the meaning of unfamiliar words. • Students will be introduced to word relationships and nuances in word meanings. • Determine the meaning of words and phrases as they are used as figurative language. | <p>All students should</p> <ul style="list-style-type: none"> • use word structure to analyze and show relationships among words. • use common, grade-appropriate Greek or Latin affixes and roots as clues to determine meanings of common English words. • recognize that many words have multiple meanings and that context and dictionaries are both supportive in determining which meaning is most appropriate. • recognize that figurative language enriches text. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound <i>audience</i>, <i>auditory</i>, <i>audible</i>). • identify Latin and Greek roots of common English words as clues to the meaning. • separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating <i>poly</i> from <i>polygon</i> and <i>phone</i> from <i>telephone</i> to predict the meaning of <i>polyphony</i>. • recognize common antonyms and synonyms. • notice relationships among inflected words, such as <i>proceed</i> and <i>procession</i> or <i>internal</i> and <i>internalization</i>. • use context (e.g., the overall meaning of a sentence or paragraph; a word’s function in a sentence) as a clue to the meaning. • recognize word relationships, such as: <ul style="list-style-type: none"> ◦ synonyms – small: little; ◦ antonyms – up: down; ◦ object/action – ear: hear; ◦ source/product – tree: lumber; ◦ part/whole – paw: dog; and ◦ animal/habitat – bee: hive. • use context clues to determine meanings of unfamiliar words in text, such as: <ul style="list-style-type: none"> ◦ examples; ◦ restatements; and ◦ contrast. |

- 6.4** The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.
- a) Identify word origins and derivations.
 - b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
 - c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
 - d) Identify and analyze figurative language.
 - e) Use word-reference materials.
 - f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|--------------------------|--|
| <ul style="list-style-type: none"> • Students will develop independence with reference books to determine meaning, pronunciation, and origin of words. | | <ul style="list-style-type: none"> • identify figurative language in text, including: <ul style="list-style-type: none"> ◦ simile – figures of speech that use the words <i>like</i> or <i>as</i> to make comparisons; ◦ hyperbole – intentionally exaggerated figures of speech; and ◦ metaphor – a comparison equating two or more unlike things without using “like” or “as.” • consult word reference materials (e.g., dictionaries, glossaries, thesauruses, both print and online) to find the pronunciation of a word or determine or clarify its meaning. • determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content. |

- 6.5** The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.
- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
 - b) Make, confirm, and revise predictions.
 - c) Describe how word choice and imagery contribute to the meaning of a text.
 - d) Describe cause and effect relationships and their impact on plot.
 - e) Use prior and background knowledge as context for new learning.
 - f) Use information in the text to draw conclusions and make inferences.
 - g) Explain how character and plot development are used in a selection to support a central conflict or story line.
 - h) Identify the main idea.
 - i) Identify and summarize supporting details.
 - j) Identify and analyze the author’s use of figurative language.
 - k) Identify transitional words and phrases that signal an author’s organizational pattern.
 - l) Use reading strategies to monitor comprehension throughout the reading process.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|--|
| <ul style="list-style-type: none"> • The intent of this standard is that students will read at and beyond the literal level in a variety of genres, including fiction, narrative nonfiction, and poetry, and understand the structures and characteristics of stories and poems. • Teachers will model higher-order thinking processes with materials at the students’ instructional reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level. • Students will become independent readers of age-appropriate text and will activate background knowledge and summarize or paraphrase text to demonstrate understanding. • Imagery is the use of words to recreate sensory impressions. Verbal imagery is most often visual, but imagery may also be words that recreate sound, smell, taste, or touch impressions. | <p>All students should</p> <ul style="list-style-type: none"> • recognize an author’s choice of words and images. • describe how the author uses keywords and images to craft a message and create characters. • analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). • analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories). | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • understand setting as time and place. • understand plot as: <ul style="list-style-type: none"> ◦ the development of the central conflict and resolution; ◦ the sequence of events in the story; and ◦ the writer’s map for what happens, how it happens, to whom it happens, and when it happens. • understand that character traits are revealed by: <ul style="list-style-type: none"> ◦ what a character says; ◦ what a character thinks; ◦ what a character does; and ◦ how other characters respond to the character. • determine a central idea or theme of a fictional text and how it is developed through specific details. • understand internal and external conflicts in stories, including: <ul style="list-style-type: none"> ◦ internal conflicts within characters; ◦ external conflicts between characters; and ◦ changes in characters as a result of conflicts and resolutions in the plot. • describe how a fictional plot is often episodic, and how characters develop |

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 - b) Make, confirm, and revise predictions.
 - c) Describe how word choice and imagery contribute to the meaning of a text.
 - d) Describe cause and effect relationships and their impact on plot.
 - e) Use prior and background knowledge as context for new learning.
 - f) Use information in the text to draw conclusions and make inferences.
 - g) Explain how character and plot development are used in a selection to support a central conflict or story line.
 - h) Identify the main idea.
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 - j) Identify and analyze the author’s use of figurative language.
 - k) Identify transitional words and phrases that signal an author’s organizational pattern.
 - l) Use reading strategies to monitor comprehension throughout the reading process.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|--|---|
| <ul style="list-style-type: none"> • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. | <ul style="list-style-type: none"> • identify and define the elements of narrative structure. • understand that fiction includes a variety of genres, including short story, novel, and drama. • understand that narrative nonfiction includes biography, autobiography, and personal essay. • understand that poetry can be rhymed, unrhymed, and/or patterned. • differentiate between narrative and poetic forms. • understand that imagery and figurative language enrich texts. | <p>as the plot moves toward a resolution.</p> <ul style="list-style-type: none"> • notice an author’s craft, including use of : <ul style="list-style-type: none"> ◦ language patterns; ◦ sentence variety; ◦ vocabulary; ◦ imagery; and ◦ figurative language. • recognize an author’s use of: <ul style="list-style-type: none"> ◦ simile – figures of speech that use the words <i>like</i> or <i>as</i> to make comparisons; ◦ hyperbole – intentionally exaggerated figures of speech; and ◦ metaphor – a figure of speech that makes a comparison equating two or more unlike things without using “like” or “as.” • recognize poetic forms, including: <ul style="list-style-type: none"> ◦ haiku – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature; ◦ limerick – a 5-line, rhymed, rhythmic verse, usually humorous; ◦ ballad – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain; and ◦ free verse – poetry with neither regular meter nor rhyme scheme. |

- 6.5** The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.
- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
 - b) Make, confirm, and revise predictions.
 - c) Describe how word choice and imagery contribute to the meaning of a text.
 - d) Describe cause and effect relationships and their impact on plot.
 - e) Use prior and background knowledge as context for new learning.
 - f) Use information in the text to draw conclusions and make inferences.
 - g) Explain how character and plot development are used in a selection to support a central conflict or story line.
 - h) Identify the main idea.
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 - k) Identify transitional words and phrases that signal an author’s organizational pattern.
 - l) Use reading strategies to monitor comprehension throughout the reading process.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|--|---|
| | <ul style="list-style-type: none"> • recognize an author’s craft as the purposeful choice of vocabulary, sentence formation, voice, and tone. • recognize an author’s theme(s). • recognize that prior or background knowledge assists in making connections to the text. | <ul style="list-style-type: none"> • recognize poetic elements in prose and poetry, including: <ul style="list-style-type: none"> ◦ rhyme – recurring identical or similar final word sounds within or at the ends of lines of verse, e.g., <i>farm/harm</i>; ◦ rhythm – the recurring pattern of strong and weak syllabic stresses; ◦ repetition – repeated use of sounds, words, or ideas for effect and emphasis; ◦ alliteration – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i>; and ◦ onomatopoeia – the use of a word whose sound suggests its meaning, e.g., <i>buzz</i>. • recognize an author’s tone including serious, humorous, objective, and personal. • use strategies for summarizing, such as graphic organizers. • use graphic organizers to record plot elements that illustrate cause and effect relationships and plot development. • use graphic organizers to record changes in characters as a result of incidents in the plot. • use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues. |

- 6.5** The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.
- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
 - b) Make, confirm, and revise predictions.
 - c) Describe how word choice and imagery contribute to the meaning of a text.
 - d) Describe cause and effect relationships and their impact on plot.
 - e) Use prior and background knowledge as context for new learning.
 - f) Use information in the text to draw conclusions and make inferences.
 - g) Explain how character and plot development are used in a selection to support a central conflict or story line.
 - h) Identify the main idea.
 - i) Identify and summarize supporting details.
 - j) Identify and analyze the author's use of figurative language.
 - k) Identify transitional words and phrases that signal an author's organizational pattern.
 - l) Use reading strategies to monitor comprehension throughout the reading process.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|-----------------------------|--|
| | | <ul style="list-style-type: none"> • analyze author's use of figurative language. • identify how transitional words signal an author's organization such as words indicating time, cause and effect, or indicating more information. |

- 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.**
- a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts.**
 - b) Use prior knowledge and build additional background knowledge as context for new learning.**
 - c) Identify questions to be answered.**
 - d) Make, confirm, or revise predictions.**
 - e) Draw conclusions and make inferences based on explicit and implied information.**
 - f) Differentiate between fact and opinion.**
 - g) Identify main idea.**
 - h) Summarize supporting details.**
 - i) Compare and contrast information about one topic, which may be contained in different selections.**
 - j) Identify the author’s organizational pattern.**
 - k) Identify cause and effect relationships.**
 - l) Use reading strategies to monitor comprehension throughout the reading process.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|--|
| <ul style="list-style-type: none"> • The intent of this standard is that students will read and comprehend at and beyond the literal level in a variety of nonfiction texts. • Teachers will model higher-order thinking processes with materials at the students’ instructional reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level. • Students will become independent and knowledgeable about the use of libraries and technology for doing research. • Teachers will collaborate to help students apply reading skills in a variety of content texts. • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. | <p>All students should</p> <ul style="list-style-type: none"> • activate prior knowledge before reading. • be strategic before, during, and after reading. • recognize an author’s patterns of organization. • recognize an author’s use and clarification of technical vocabulary. • use graphic organizers to organize and summarize text. • read beyond the printed text to understand the message stated or implied by an author. • select appropriate sources of information based on the purpose for reading. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • activate prior knowledge before reading by use of, but not limited to: <ul style="list-style-type: none"> ◦ small-group or whole-class discussion; ◦ anticipation guides; and ◦ preview of key vocabulary • pose questions prior to and during the reading process based on text structures, such as: <ul style="list-style-type: none"> ◦ boldface and/or italics type; ◦ type set in color; ◦ vocabulary; ◦ graphics or photographs; and ◦ headings and subheadings. • use specific and helpful clues in the context, including: <ul style="list-style-type: none"> ◦ definitions – which define words within the text; ◦ signal words – which alert readers that explanations or examples follow; ◦ direct explanations – which explain terms as they are introduced; ◦ synonyms – which provide a more commonly used term; ◦ antonyms – which contrast words with their opposites; and ◦ inferences – which imply meaning and help readers deduce |

- 6.6** The student will read and demonstrate comprehension of a variety of nonfiction texts.
- a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts.
 - b) Use prior knowledge and build additional background knowledge as context for new learning.
 - c) Identify questions to be answered.
 - d) Make, confirm, or revise predictions.
 - e) Draw conclusions and make inferences based on explicit and implied information.
 - f) Differentiate between fact and opinion.
 - g) Identify main idea.
 - h) Summarize supporting details.
 - i) Compare and contrast information about one topic, which may be contained in different selections.
 - j) Identify the author's organizational pattern.
 - k) Identify cause and effect relationships.
 - l) Use reading strategies to monitor comprehension throughout the reading process.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|--|---|
| | <ul style="list-style-type: none"> • use a variety of strategies, including context, structural analysis, and reference sources, for determining the meaning of unfamiliar and technical vocabulary. • read in order to gather, organize, and synthesize information for written and oral presentations. • recognize an author's purpose, including: <ul style="list-style-type: none"> ◦ to entertain; ◦ to inform; and ◦ to persuade. | <p>meaning.</p> <ul style="list-style-type: none"> • give evidence from the text to support conclusions. • identify common patterns of organizing text including: <ul style="list-style-type: none"> ◦ chronological or sequential; ◦ comparison/contrast; ◦ cause and effect; ◦ problem-solution; and ◦ generalization or principle. • predict and then read to validate or revise the prediction(s). • identify clue words and phrases that help unlock meaning of unfamiliar and technical terms. • comprehend and record details and/or facts in order to arrive at a conclusion, inference, or generalization. • recognize that a fact is something that can be proven, while an opinion is a personal feeling. • determine a central idea of a text and recognize how details support that idea. • use graphic organizers to show similarities and differences in the |

- 6.6** The student will read and demonstrate comprehension of a variety of nonfiction texts.
- a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts.
 - b) Use prior knowledge and build additional background knowledge as context for new learning.
 - c) Identify questions to be answered.
 - d) Make, confirm, or revise predictions.
 - e) Draw conclusions and make inferences based on explicit and implied information.
 - f) Differentiate between fact and opinion.
 - g) Identify main idea.
 - h) Summarize supporting details.
 - i) Compare and contrast information about one topic, which may be contained in different selections.
 - j) Identify the author's organizational pattern.
 - k) Identify cause and effect relationships.
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| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|-----------------------------|---|
| | | <p>information found in several sources about the same topic.</p> <ul style="list-style-type: none"> • use strategies and rules for summarizing, such as the following: <ul style="list-style-type: none"> ◦ delete trivia and redundancy; ◦ substitute a general term for a list; and ◦ find or create a main idea statement. • summarize the text without providing a personal opinion. • compare and contrast similar information across several texts. |

At the sixth-grade level, students will plan, draft, revise, and edit narrative, descriptive, expository, and persuasive writing with attention to composition and written expression as well as sentence formation, usage, and mechanics. They will use writing as a tool for learning academic concepts as well as for expressive purposes. They will use technology as available and appropriate.

- 6.7 The student will write narration, description, exposition, and persuasion.**
- a) Identify audience and purpose.**
 - b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.**
 - c) Organize writing structure to fit mode or topic.**
 - d) Establish a central idea and organization.**
 - e) Compose a topic sentence or thesis statement if appropriate.**
 - f) Write multiparagraph compositions with elaboration and unity.**
 - g) Select vocabulary and information to enhance the central idea, tone, and voice.**
 - h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.**
 - i) Revise sentences for clarity of content including specific vocabulary and information.**
 - j) Use computer technology to plan, draft, revise, edit, and publish writing.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <ul style="list-style-type: none"> • The intent of this standard is that students will demonstrate an awareness of audience and use a process for writing as they produce narrative, descriptive, expository, and persuasive pieces. • Teachers will focus direct instruction on all three domains of writing: <ul style="list-style-type: none"> ◦ composing – the structuring and elaborating a writer does to construct an effective message for readers; ◦ written expression – those features that show the writer purposefully shaping and controlling language to affect readers; and ◦ usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse. • Students will apply a process for writing, including planning, drafting, revising, proofreading, editing, and publishing. • Good writing includes elaboration, i.e., use of descriptive details and examples, within sentences to give detail and depth to an idea and across paragraphs to continue the flow of an idea | <p>All students should</p> <ul style="list-style-type: none"> • use prewriting strategies to select and narrow topics. • compose with attention to: <ul style="list-style-type: none"> ◦ central idea; ◦ unity; ◦ elaboration; and ◦ organization. • craft writing purposefully with attention to: <ul style="list-style-type: none"> ◦ deliberate word choice; ◦ precise information and vocabulary; ◦ sentence variety; and ◦ tone and voice. • elaborate writing to continue the flow from idea to idea without interruption. • use appropriate transitions to clarify the relationships among ideas and concepts. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives. • 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. • use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • write informative/explanatory texts to examine a topic and convey ideas, concepts, and information. • write using strategies such as definition, classification comparison/contrast, and cause/effect. • include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when appropriate. • develop the topic using relevant facts, definitions, details, quotations, and/or examples. • use transitional words or phrases to connect parts of sentences in |

- 6.7** The student will write narration, description, exposition, and persuasion.
- a) Identify audience and purpose.
 - b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
 - c) Organize writing structure to fit mode or topic.
 - d) Establish a central idea and organization.
 - e) Compose a topic sentence or thesis statement if appropriate.
 - f) Write multiparagraph compositions with elaboration and unity.
 - g) Select vocabulary and information to enhance the central idea, tone, and voice.
 - h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
 - i) Revise sentences for clarity of content including specific vocabulary and information.
 - j) Use computer technology to plan, draft, revise, edit, and publish writing.

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| <p>throughout a piece.</p> <ul style="list-style-type: none"> • Voice shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. • Tone is used to express an author’s attitude toward the topic. • The writing process is nonlinear: returning to prewriting strategies or drafting at any point in the process may help the writer clarify and elaborate a drafted piece. • Students should have practice writing on demand, for shorter time frames, and over extended periods of time. | <ul style="list-style-type: none"> • select vocabulary and tone with awareness of audience and purpose. • revise drafts for improvement, using teacher assistance, peer collaboration, and growing independence. • recognize that a thesis statement is not an announcement of the subject, but rather a unified, and specific statement. | <p>order to:</p> <ul style="list-style-type: none"> ◦ show relationships between ideas; ◦ signal a shift or change in the writer’s thoughts; ◦ signal levels of importance; ◦ suggest a pattern of organization; and ◦ make sentences clearer. <ul style="list-style-type: none"> • establish and maintain a formal style of writing when appropriate. • provide an appropriate conclusion for the purpose and mode of writing. • identify audience and purpose for any piece of writing. • use selected prewriting techniques, such as: <ul style="list-style-type: none"> ◦ brainstorming; ◦ webbing; ◦ mapping; ◦ clustering; ◦ listing; ◦ organizing graphically; ◦ questioning; and ◦ outlining. • write using descriptive details. |

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| | | <ul style="list-style-type: none"> • elaborate to: <ul style="list-style-type: none"> ◦ give detail; ◦ add depth; and ◦ continue the flow of an idea. • write an effective thesis statement focusing, limiting, or narrowing the topic. • differentiate between a thesis statement and a topic sentence. • write more than one paragraph on any central theme or topic demonstrating elaboration, coherence, and unity. • incorporate variety into sentences, using appropriate: <ul style="list-style-type: none"> ◦ modifier – an adjective, an adverb, or a phrase or clause acting as an adjective or adverb; ◦ coordination – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions; and ◦ subordination – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions. • understand that revising to improve a draft includes: <ul style="list-style-type: none"> ◦ rereading; ◦ reflecting; |

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| | | <ul style="list-style-type: none"> ◦ rethinking; and ◦ rewriting. • use available computer technology to enhance the writing process. |

- 6.8** The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - b) Use subject-verb agreement with intervening phrases and clauses.
 - c) Use pronoun-antecedent agreement to include indefinite pronouns.
 - d) Maintain consistent verb tense across paragraphs.
 - e) Eliminate double negatives.
 - f) Use quotation marks with dialogue.
 - g) Choose adverbs to describe verbs, adjectives, and other adverbs.
 - h) Use correct spelling for frequently used words.

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| <ul style="list-style-type: none"> • The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary school level. • Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader. • Students will understand that the conventions of correct language are an integral part of the writing process and their proper use is a courtesy to the reader. • Indefinite pronouns refer to a person(s) or thing(s) not specifically named and include <i>all, any, anyone, both, each, either, everybody, many, none, nothing</i>. • A diagram of a sentence is a tool used to increase the understanding of the structure of a sentence. | <p>All students should</p> <ul style="list-style-type: none"> • proofread and edit drafts with teacher assistance, peer collaboration, and growing independence. • differentiate between subjects and objects when choosing pronouns. • understand that pronouns need to have recognizable antecedents that agree in number and gender. • use reference sources to differentiate among homophones and easily confused words, (e.g., <i>a lot/allot, effect/affect, bored/board</i>). • replace colloquial expressions with correct usage (e.g., <i>I could of rode my bike</i> becomes <i>I could have ridden my bike.</i>). | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use complete sentences with appropriate punctuation. • avoid comma splices and fused sentences. • avoid using coordinating conjunctions at the beginning of a sentence (e.g., and, so). • diagram sentences with phrases and clauses. • use singular verbs with singular subjects and plural verbs with plural subjects (e.g., <i>The driver of the bus aware of children drives very carefully. The students in the class discuss many topics</i>). • use reference sources to select the correct spelling and usage of words such as <i>their, there, and they're</i>. • use first person pronouns appropriately in compound subjects and objects (e.g., <i>John and I went to the store. Mother gave presents to Jim and me.</i>). • recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). • choose adjectives and adverbs appropriately (e.g., <i>He is a good student. He does really well in all his studies</i>). • capitalize language classes or classes followed by a number (e.g., French, Algebra II). • capitalize <i>mom</i> and <i>dad</i> only when those titles replace names or are used |

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 - c) Use pronoun-antecedent agreement to include indefinite pronouns.
 - d) Maintain consistent verb tense across paragraphs.
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| | | <p>as proper nouns (e.g., <i>My mom told me to go to bed, and I replied, "No, Mom, I don't want to."</i>).</p> <ul style="list-style-type: none"> • punctuate and format dialogue. • correctly use the apostrophe for contractions and possessives. • maintain a consistent verb tense within sentences and throughout and across paragraphs. • eliminate double negatives. • correctly use quotation marks in dialogue. |

At the sixth-grade level, students will find, evaluate, and select appropriate resources for a research product. They will evaluate the validity and authenticity of texts, and they will use technology to research, organize, evaluate, and communicate information. In addition, they will learn to cite sources, define the meaning and consequences of plagiarism, and follow ethical and legal guidelines for gathering and using information.

- 6.9 The student will find, evaluate, and select appropriate resources for a research product.**
- a) Collect information from multiple sources including online, print, and media.**
 - b) Evaluate the validity and authenticity of texts.**
 - c) Use technology as a tool to research, organize, evaluate, and communicate information.**
 - d) Cite primary and secondary sources.**
 - e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.**

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| <ul style="list-style-type: none"> • Students must realize in order to avoid plagiarism, credit must be given when using: another person’s idea, opinion, or theory; facts, statistics, graphs, drawings, etc., quotations of another person’s actual spoken or written words; or paraphrase of another person’s spoken or written words. • Teachers should assist students in determining the authenticity and validity of sources. • Teachers should make students aware of possible consequences of plagiarism. • Students will have the opportunity to practice writing over shorter time frames as well as for extended ones. | <p>All students should</p> <ul style="list-style-type: none"> • understand that a primary source is an original document or a firsthand or eyewitness account of an event. • understand that a secondary source discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • understand and use the online, print, and media references available in the classroom, school, and public libraries, including: <ul style="list-style-type: none"> ◦ general and specialized dictionaries; ◦ thesauruses and glossaries; ◦ general and specialized encyclopedias; ◦ directories; ◦ general and specialized (or subject-specific) databases; and ◦ Internet resources, as appropriate for school use. • evaluate the validity and authenticity of texts, using questions, such as: <ul style="list-style-type: none"> ◦ Does the source appear in a reputable publication? ◦ Is the source free from bias? ◦ Does the writer have something to gain from his opinion? ◦ Does the information contain facts for support? ◦ Is the same information found in more than one source? • prevent plagiarism and its consequences by giving credit to authors when idea and/or words are used in research. • differentiate between a primary and secondary source. • provide a list of sources using a standard form for documenting primary and secondary sources. |