



Stafford County Public Schools

English/Language Arts– Grade 6

The sixth-grade student will be an active participant in classroom discussions. The student will present personal opinions, understand differing viewpoints, distinguish between fact and opinion, and analyze the effectiveness of group communication. The student will continue in the study of the elements of media literacy as introduced in earlier grades. The student will begin the study of word origins and continue vocabulary development. The student will read independently a variety of fiction and nonfiction texts, including a significant number of classic works, for appreciation and comprehension. The student will also plan, draft, revise, and edit narratives, descriptions, and explanations, with attention to composition and style as well as sentence formation, usage, and mechanics. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. In addition, technology will be used as a tool to research, organize, and communicate information. As in earlier grades, the meaning and consequences of plagiarism will be stressed.

Communication and Multimodal Literacy

The student will use effective oral communication skills in a variety of settings.

- Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- Participate as a facilitator and a contributor in a group.
- Participate in collaborative discussions with partners building on others' ideas.
- Ask questions to clarify the speaker's purpose and perspective.
- Summarize the main points a speaker makes.
- Summarize and evaluate group activities.
- Analyze the effectiveness of participant interactions.
- Evaluate own contributions to discussions.
- Demonstrate the ability to collaborate with diverse teams.
- Work respectfully with others and show value for individual contributions.

The student will create multimodal presentations that effectively communicate ideas.

- Use effective verbal and nonverbal communication skills to deliver multimodal presentations.
- Use language and vocabulary appropriate to audience, topic, and purpose.
- Give collaborative and individual formal and informal interactive presentations.
- Paraphrase and summarize key ideas of a presentation.

The student will determine the purpose of media messages and examine how they are constructed.

- Compare and contrast techniques used in a variety of media messages.
 - Identify the characteristics and effectiveness of a variety of media messages.
 - Interpret information presented in diverse media formats and explain how it contributes to the topic.
 - Craft and publish audience-specific media messages.
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Reading

The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.

- Identify word origins and derivations.
- Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
- Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- Identify and analyze the construction and impact of figurative language.
- Use word-reference materials.
- Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

- Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- Describe cause-and-effect relationships and their impact on plot.
- Explain how an author uses character development to drive conflict and resolution.
- Differentiate between first and third person point of view.
- Describe how word choice and imagery contribute to the meaning of a text.
- Draw conclusions and make inferences using the text for support.
- Identify the characteristics of a variety of genres.
- Identify and analyze the author's use of figurative language.
- Compare/contrast details in literary and informational nonfiction texts.

- Identify transitional words and phrases that signal an author's organizational pattern.
- Use reading strategies to monitor comprehension throughout the reading process.

The student will read and demonstrate comprehension of a variety of nonfiction texts.

- Skim materials using text features such as type, headings, and graphics to predict and categorize information.
- Identify main idea.
- Summarize supporting details.
- Create an objective summary including main idea and supporting details.
- Draw conclusions and make inferences based on explicit and implied information.
- Identify the author's organizational pattern(s).
- Identify transitional words and phrases that signal an author's organizational pattern.
- Differentiate between fact and opinion.
- Identify cause-and-effect relationships.
- Analyze ideas within and between selections, providing textual evidence.
- Use reading strategies to monitor comprehension throughout the reading process.

Writing

The student will write in a variety of forms, to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

- Engage in writing as a recursive process.
- Choose audience and purpose.
- Use a variety of prewriting strategies to generate and organize ideas.
- Organize writing to fit mode or topic.
- Write narratives to include characters, plot, setting, and point of view.
- Establish a central idea, incorporating evidence and maintaining an organized structure.
- Compose a thesis statement for expository and persuasive writing.
- Write multiparagraph compositions with elaboration and unity.
- Use transition words and phrases.
- Select vocabulary and information to enhance the central idea, tone, and voice.
- Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- Revise writing for clarity of content including specific vocabulary and information.

The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing and Standard English.

- Use subject-verb agreement with intervening phrases and clauses.
- Use pronoun-antecedent agreement to include indefinite pronouns.
- Maintain consistent verb tense across paragraphs.
- Eliminate double negatives.
- Use quotation marks with dialogue.
- Choose adverbs to describe verbs, adjectives, and other adverbs.
- Use correct spelling for frequently used words.
- Use subordinating and coordinating conjunctions.

Research

The student will find, evaluate, and select appropriate resources to create a research product.

- Formulate and revise questions about a research topic.
- Collect and organize information from multiple sources.
- Evaluate and analyze the validity and credibility of sources.
- Cite primary and secondary sources.
- Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
- Demonstrate ethical use of the Internet.

Resources: Stafford County Public Schools: www.staffordschools.net

Virginia Department of Education SOLs for English: http://www.doe.virginia.gov/testing/sol/standards_docs/english/review.shtml