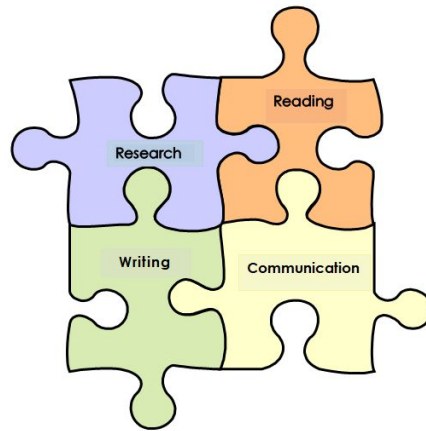


# Grade 6 English Curriculum & Pacing Guide



**Amherst County Public Schools**  
Every Child Every Day

## Teacher Notes

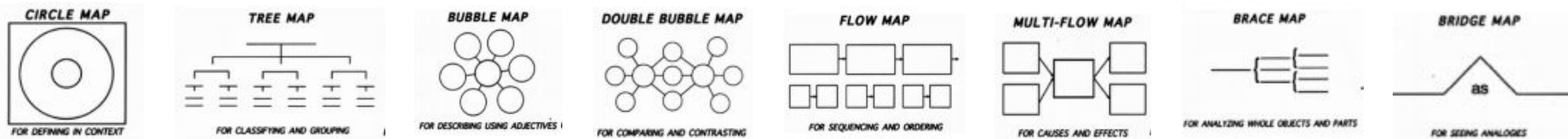
ACPS will utilize a theme approach to integrate the English strands of reading, writing, research, and communication. To the extent possible, a variety of genres should be utilized during a unit of study. Best practices include:

- **Paired texts** (Paired texts can include books, plays, articles, poems, functional text, graphics, or digital media)
- **Use of text-dependent questions** (QAR)
- **Use of inference questions** (QAR)
- **Use of text-based vocabulary**
- **Writing components in every lesson**
- **Frequent research components**

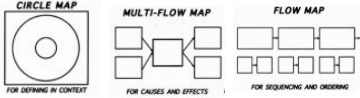
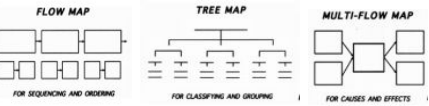
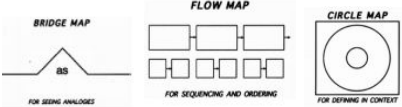
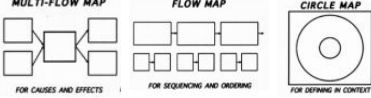
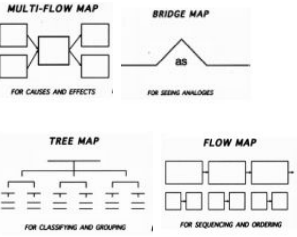
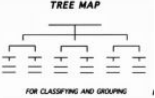
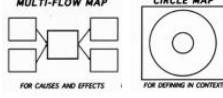
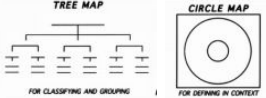
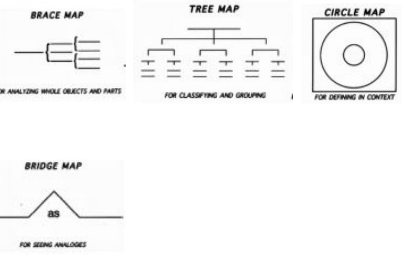
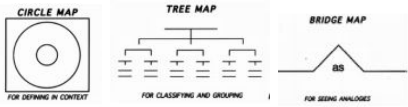
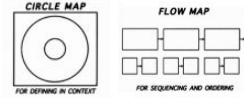
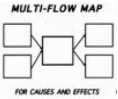
ACPS Literacy Plan outlines **seven comprehension strategies** that will be incorporated during units of study throughout the reading process. “Strategies are conscious, flexible plans a reader applies to a variety of texts, both narrative and expository. The use of strategies implies awareness, reflection, and interaction between the reader and the author. Strategies do not operate individually or sequentially, but are interrelated and recursive. The goal is the active construction of meaning and the ability to adapt strategies to varying reading demands.” (Vogt & Verga, 1998) Explicit teaching and modeling of the strategies is necessary to assist students in learning to use them independently to make sense of the text they encounter.

- Monitoring Comprehension/Metacognition
- Predicting/Activating Background Knowledge/Schema
- Questioning
- Visualizing
- Determining Importance
- Summarizing & Synthesizing
- Inferring

ACPS utilizes **Thinking Maps** in order for students to create mental visual patterns for thinking based on the fundamental thinking processes.



The following are examples of reading skills associated with each of the maps. These can be expanded upon based on teacher discretion.

Predictions	Summarizing (Story Elements, BME, Problem/Solution, Main Idea/Details, etc.)	Making Connections	Ask/Answer Questions
 <p><b>CIRCLE MAP</b> FOR DEFINING IN CONTEXT</p> <p><b>MULTI-FLOW MAP</b> FOR CAUSES AND EFFECTS</p> <p><b>FLOW MAP</b> FOR SEQUENCING AND ORDERING</p>	 <p><b>FLOW MAP</b> FOR SEQUENCING AND ORDERING</p> <p><b>TREE MAP</b> FOR CLASSIFYING AND GROUPING</p> <p><b>MULTI-FLOW MAP</b> FOR CAUSES AND EFFECTS</p>	 <p><b>BRIDGE MAP</b> FOR SEEING ANALOGIES</p> <p><b>FLOW MAP</b> FOR SEQUENCING AND ORDERING</p> <p><b>CIRCLE MAP</b> FOR DEFINING IN CONTEXT</p>	 <p><b>MULTI-FLOW MAP</b> FOR CAUSES AND EFFECTS</p> <p><b>FLOW MAP</b> FOR SEQUENCING AND ORDERING</p> <p><b>CIRCLE MAP</b> FOR DEFINING IN CONTEXT</p>
Character Analysis	Fact & Opinion	Context Clues	Author's Purpose
 <p><b>MULTI-FLOW MAP</b> FOR CAUSES AND EFFECTS</p> <p><b>BRIDGE MAP</b> FOR SEEING ANALOGIES</p> <p><b>TREE MAP</b> FOR CLASSIFYING AND GROUPING</p> <p><b>FLOW MAP</b> FOR SEQUENCING AND ORDERING</p>	 <p><b>TREE MAP</b> FOR CLASSIFYING AND GROUPING</p>	 <p><b>MULTI-FLOW MAP</b> FOR CAUSES AND EFFECTS</p> <p><b>CIRCLE MAP</b> FOR DEFINING IN CONTEXT</p>	 <p><b>TREE MAP</b> FOR CLASSIFYING AND GROUPING</p> <p><b>CIRCLE MAP</b> FOR DEFINING IN CONTEXT</p>
Vocabulary (Affixes, Compound Words, Phonics, Homophones, Synonyms/Antonyms)	Multi-Meaning Words	Locate Information	Cause & Effect
 <p><b>BRACE MAP</b> FOR ANALYZING WHOLE OBJECTS AND PARTS</p> <p><b>TREE MAP</b> FOR CLASSIFYING AND GROUPING</p> <p><b>CIRCLE MAP</b> FOR DEFINING IN CONTEXT</p> <p><b>BRIDGE MAP</b> FOR SEEING ANALOGIES</p>	 <p><b>CIRCLE MAP</b> FOR DEFINING IN CONTEXT</p> <p><b>TREE MAP</b> FOR CLASSIFYING AND GROUPING</p> <p><b>BRIDGE MAP</b> FOR SEEING ANALOGIES</p>	 <p><b>CIRCLE MAP</b> FOR DEFINING IN CONTEXT</p> <p><b>FLOW MAP</b> FOR SEQUENCING AND ORDERING</p>	 <p><b>MULTI-FLOW MAP</b> FOR CAUSES AND EFFECTS</p>

\*All resources and products listed within this document are for guidance purposes.

## Content Knowledge for Implementation of the Standards

(taken from 2010 VDOE English Curriculum Framework)

**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 see the message?

**Content** - This is not just the visible content but the embedded 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).

**Visual media** can be viewed (e.g., television, video, Web-based materials, print ads).

**Written media** includes text (e.g., newspapers, magazines, books, blogs).

**Close-up** - only shows part of a subject usually in great detail.

**Long shot** - often establishes the scene (car driving up to a hotel or an overview of a city).

**Medium shot** shows the whole subject (a person, car etc.).

**Simile** – figures of speech that use the words like or as to make comparisons.

**Hyperbole** – intentionally exaggerated figures of speech.

**Metaphor** – a comparison equating two or more unlike things without using “like” or “as.”

**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.

**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.

**Free verse** – poetry with neither regular meter nor rhyme scheme.

**Rhyme** – recurring identical or similar final word sounds within or at the ends of lines of verse, e.g., farm/harm.

**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., picked a peck of pickled peppers.

**Onomatopoeia** – the use of a word whose sound suggests its meaning, e.g., buzz.

**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.

**Inferences** – which imply meaning and help readers deduce meaning.

**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.

**Usage/mechanics** – the features that cause written language to be acceptable and effective for standard discourse.

**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.

**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.

**Subordination** – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions.

**Indefinite pronouns** refer to a person(s) or thing(s) not specifically named and include all, any, anyone, both, each, either, everybody, many, none, nothing.

**Primary source** - is an original document or a firsthand or eyewitness account of an event.

**Secondary source** - discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information.

The VDOE Curriculum Framework should be utilized when preparing units found in this curriculum map.

[http://www.doe.virginia.gov/testing/sol/standards\\_docs/english/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml)

## NINE WEEKS 1

**Division Required Assessments:** ACPS Writing Prompt (narrative), NW1 Division Reading & Writing Assessment

**Ongoing Assessments:** Common Assessments

<b>THEME:</b> Strategic Reading and Thinking: Introduction to Seven Comprehension Strategies <b>SKILLS TARGETED:</b> Genre Characteristics <b>STRATEGY FOCUS:</b> Background Knowledge/Making Connections, Determine Importance, Question, Visualize, Infer/Predict/Draw Conclusions, Summarize/Synthesize, Self-Monitor/Metacognition <b>APPROXIMATE TIME:</b> Comprehension Strategies Weeks 1 & 2					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>6.1a,c,d</b> Listen actively and speak using appropriate discussion rules, participate in collaborative discussions, and ask questions for clarity.</p> <p><b>6.2b</b> Use language and vocabulary appropriate to audience, topic, and purpose.</p>	<p><b>6.4f</b> Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</p> <p><b>6.5f</b> Draw conclusions and make inferences using the text for support.</p> <p><b>6.5k, 6.6k</b> Use reading strategies to monitor comprehension</p> <p><b>6.5g</b> Identify the characteristics of a variety of genres.</p> <p><b>6.6e</b> Draw conclusions and make inferences</p>	<p><b>6.7a-d</b> Engage in writing as a recursive process, choose audience, use prewriting strategies, organize to fit topic.</p> <p><b>6.8a-c</b> The student will self and peer edit for subject-verb agreement, pronoun-antecedent agreement, consistent verb tense.</p> <p><b>6.8g</b> Use correct spelling for frequently used words.</p>	<p><b>6.9b</b> Collect and organize information from multiple sources.</p>	<p><b>Mentor texts, trade books:</b>  <i>Bigfoot Cinderrrrrella</i> by Tony Johnston  <i>A Chair for My Mother</i> by Vera Williams,  <i>Henry Freedom</i> by Ellen Levine  <i>Love that Dog</i> by Sharon Creech</p> <p><b>CommonLit:</b>  <i>Teacher Tamer</i> by Avi (fiction)  <i>Joan Benoit: 1984 U.S. Olympic Gold Medalist</i> by Rina Ferrarelli (nonfiction)            *See related media clips as well.</p>	<p>Annotations of teacher-selected literature</p> <p>Interactive notes for future reference</p> <p>Strategy bookmarks</p> <p>Thinking Maps <b>describing</b> strategies (Circle Map (defining), Bubble Map (describing), Double/Bubble Map (comparing), Tree Map (categorizing))</p> <p>Thinking Maps/Sorts to <b>comprehend</b> for Genre Varieties (Tree Map,</p>

	<p>using the text for support.</p> <p><b>6.6j</b> Analyze ideas within and between selections, providing textual evidence.</p>			<p><b>Newsela:</b> Linked Text set for <i>Book &amp; Movie Reviews</i></p> <p><b>Functional Text:</b> <a href="#">Sample Explanations</a></p> <p><b>Additional Resources:</b> <a href="#">ReadWorks</a></p> <p><a href="#">VDOE Released Writing Prompts</a></p> <p><a href="#">ACPS Literacy Plan</a></p>	<p>Double/Bubble Map, Circle Map) Write a reflective writing piece about the application of the strategies.</p>
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<p><b>THEME:</b> Overcoming Obstacles</p> <p><b>SKILLS TARGETED:</b> Elements of a Narrative Structure, Main Idea/Details (nonfiction), Summarizing, Sequencing, Character (protagonist/antagonist) Development and Character Traits , Conflict (internal/external)/Resolution, Compare/Contrast, Drawing Conclusions and Making Inferences, Context Clues</p> <p><b>SKILLS SPIRALED:</b> n/a</p> <p><b>STRATEGY FOCUS:</b> Background Knowledge/Making Connections, Determine Importance, Visualize, Infer/Predict/Draw Conclusions, Summarize/Synthesize, Self-Monitor/Metacognition</p> <p><b>APPROXIMATE TIME:</b> Overcoming Obstacles Weeks 3-5</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>6.1a, b</b> Listen actively and speak using appropriate discussion rules, participate as a facilitator and contributor in a group.</p> <p><b>6.1j</b> Work respectfully with others and show</p>	<p><b>6.4a, b, c</b> Identify word origins and derivations, use roots, affixes, synonyms and antonyms, use context and sentence structure to determine word meanings.</p> <p><b>6.4e</b> Use word-reference</p>	<p><b>6.7a-d</b> Engage in writing as a recursive process, choose audience, use prewriting strategies, organize to fit topic.</p> <p><b>6.7e-f</b> Write a narrative to include plot elements and establishes a</p>	<p><b>6.9a, b, c</b> Formulate and revise research questions, collect and organize information, evaluate/analyze credibility of sources.</p> <p><b>6.9e, f</b> Avoid plagiarism by following ethical and</p>	<p><b>Elements of Literature:</b> <i>Just Once</i> in Collection 1 (Pair with YouTube clip: <i>Cal-Stanford "The Play to beat the Band" The Land I Lost</i> in Collection 5 <i>The Sneetches</i> in Collection 7</p>	<p>Personal autobiography or biography poem.</p> <p>Participate in research about biographical characters using multiple mediums.</p> <p>Group presentation to</p>



<p>value for individual contributions.</p> <p><b>6.2a-d</b> The student will create multimodal presentations that effectively communicate ideas.</p> <p><b>6.3b</b> Identify the characteristics and effectiveness of a variety of media messages.</p>	<p>materials.</p> <p><b>6.5a</b> Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.</p> <p><b>6.5c</b> Explain how an author uses character development to drive conflict and resolution.</p> <p><b>6.5f</b> Draw conclusions and make inferences using the text for support.</p> <p><b>6.5i</b> Compare/Contrast details in literary and informational nonfiction texts.</p> <p><b>6.5k, 6.6k</b> Use reading strategies to monitor comprehension.</p> <p><b>6.6b, c, d</b> Identify main idea, summarize supporting details, and create an objective summary.</p> <p><b>6.6e</b> Draw conclusions and make inferences based on explicit and implied information.</p>	<p>central idea, incorporating evidence and maintaining an organized structure.</p> <p><b>6.7h-j</b> Write a multiparagraph compositions using transitional words and phrases with with elaboration and unity enhancing the central idea, tone, and voice.</p> <p><b>6.8a-d</b> The student will self and peer edit for subject-verb agreement, pronoun-antecedent agreement, consistent verb tense as well as eliminate double negatives.</p> <p><b>6.8e</b> Use quotation marks with dialogue.</p> <p><b>6.8f</b> Choose adverbs to describe verbs, adjectives, and other adverbs.</p> <p><b>6.8g</b> Use correct spelling for frequently used words.</p>	<p>legal guidelines for gathering and using information, demonstrate ethical use of the Internet.</p>	<p><i>The Mysterious Mr. Lincoln</i> in Collection 6</p> <p><b><u>Flocabulary story element rap:</u></b> <a href="#">Rap Link</a></p> <p><b><u>Newsela:</u></b> <i>Tammi Jo Shults, Southwest Airlines Pilot Honored for Courage</i> by Washington Post <i>Entrepreneurs: Steve Jobs</i> by Biography.com editors</p> <p><b><u>CommonLit:</u></b> <i>Little Things are Big</i> by Jose Colon <i>Louis Armstrong</i> by Jessica McBirney *See related media clips as well.</p> <p><b><u>Functional &amp; Informational Texts</u></b> <a href="#">VDOE Practice Guide (p. 22-42)</a></p> <p><b><u>Roots/Affixes Resources:</u></b> *<a href="#">Teacher's Guide Sample</a> *<a href="#">Roots/Affix Practice</a></p> <p><b><u>Additional Resources:</u></b> <a href="#">ReadWorks</a></p> <p>Teacher/Student Selected Biographies and Autobiographies (Consult librarian and/or ITRT)</p>	<p>compare and contrast multiple biographical characters using various mediums. (Google slides, Prezi, Student Artistic Creations, Powerpoint, etc.)</p> <p>Narrative about overcoming obstacles.</p> <p>Thinking Maps/Graphic Organizers to illustrate comprehension (Flow Map for sequencing and Tree Map for main ideas/details) transfer into writing.</p> <p>Complete participation rubrics on peers and self.</p> <p>Interactive notes for future reference.</p>
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				<p><i>Gifted Hands</i> (Ben Carson-autobiography and movie)</p> <p>Short documentary and news clips (YouTube, Ted Talks, Current Event News, Commercials)</p> <p>Scholastic News varieties</p>	
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<p><b>THEME:</b> Friendship</p> <p><b>SKILLS TARGETED:</b> Figurative Language/Imagery, Cause and Effect</p> <p><b>SKILLS SPIRALED:</b> Elements of Narrative Structure (setting, character/character traits, plot, conflict, theme), Main Idea and Details, Sequencing, Context Clues</p> <p><b>STRATEGY FOCUS:</b> Infer/Predict/Draw Conclusions, Background Knowledge/Making Connections, Summarize/Synthesize, self-monitor/metacognition</p> <p><b>APPROXIMATE TIME:</b> Friendship Weeks 6-8, Assessments Week 9</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>6.1a</b> Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</p> <p><b>6.3a</b> Compare and contrast techniques used in a variety of media messages.</p> <p><b>6.3c</b> Interpret</p>	<p><b>6.4a, b, c</b> Identify word origins and derivations, use roots, affixes, synonyms and antonyms, use context and sentence structure to determine word meanings.</p> <p><b>6.4d</b> Identify and analyze the construction and impact of figurative</p>	<p><b>6.7a-d</b> Engage in writing as a recursive process, choose audience, use prewriting strategies, organize to fit topic.</p> <p><b>6.7e, f, h</b> Write multi paragraph narratives with elaboration and structure to include: characters, plot, setting and point of view, with a</p>	<p><b>6.9a, b, c</b> Formulate and revise research questions, collect and organize information, evaluate/analyze credibility of sources.</p> <p><b>6.9e, f</b> Avoid plagiarism by following ethical and legal guidelines for gathering and using information,</p>	<p><b>Elements of Literature:</b> <i>Dragon, Dragon</i> in Collection 1 <i>The Stone</i> in Collection 1</p> <p><b>Newsela:</b> Linked Text Set: <i>The One and Only Ivan</i> by Katherine Applegate</p> <p><b>CommonLit:</b> <i>We Have been Friends</i></p>	<p>Thinking Maps/Graphic Organizers to illustrate comprehension (Flow map for sequencing, Bubble/Circle map for new vocabulary, Brace Map/Tree map for narrative elements) transfer into writing.</p> <p>Narrative about the development and</p>

<p>information presented in diverse media formats and explain how it contributes to the topic.</p>	<p>language.  <b>6.4e</b> Use word reference materials.  <b>6.4f</b> Extend general and cross curricular vocabulary through speaking, listening, and reading, and writing.  <b>6.5a</b> Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.  <b>6.5b</b> Describe cause and effect relationships and their impact on plot.  <b>6.5c</b> Explain how an author uses character development to drive conflict and resolution.  <b>6.5d</b> Differentiate between first and third person point of view.  <b>6.5e</b> Describe how word choice and imagery contribute to the meaning of a text (tone and mood).  <b>6.5h</b> Identify and analyze the author's use of figurative language.  <b>6.5k, 6.6k</b> Use reading strategies to monitor comprehension.</p>	<p>central idea and an organized structure.  <b>6.7i, j</b> Use transition words and phrases and select vocabulary to enhance central idea, tone and voice.  <b>6.8a-d</b> The student will self and peer edit for subject-verb agreement, pronoun-antecedent agreement, consistent verb tense as well as eliminate double negatives.  <b>6.8e</b> Use quotation marks with dialogue.  <b>6.8f</b> Choose adverbs to describe verbs, adjectives, and other adverbs.  <b>6.8g</b> Use correct spelling for frequently used words.</p>	<p>demonstrate ethical use of the Internet.</p>	<p><i>Together</i> (poem) by Caroline Elizabeth and Sarah Northon  <i>How Santa Claus Found the Poor House</i> by Sophie Swett  *See related media clips as well.  <u><b>Novels:</b></u>  <i>Number the Stars</i> by Lois Lowry  <i>Tuck Everlasting</i> by Natalie Babbitt  <i>Middle School: The Worst Years of my Life</i> by James Patterson  <i>Holes</i> by Louis Sachar  <i>Origami Yoda series</i> by Tom Angleberger  <i>Wonder</i> by R.J. Palacio,  <i>Freak the Mighty</i> by Rodman Philbrick  <u><b>Roots/Affixes</b></u>  <u><b>Resources:</b></u>  *<a href="#">Teacher's Guide Sample</a>  *<a href="#">Roots/Affix Practice</a>  <u><b>Additional Resources:</b></u>  <a href="#">ReadWorks</a>  <b>Scholastic News varieties</b>  Refer to ACPS local assessment calendar for NW1 testing requirements.</p>	<p>importance of friendship.  Research famous friendships and incorporate in narrative on friendship.  Interactive notes for future reference.</p>
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	<p><b>6.6a- d</b> Skim for text features and identify main idea, summarize supporting details, and create an objective summary.</p> <p><b>6.6i</b> Identify cause and effect relationships.</p> <p><b>6.6j</b> Analyze ideas within and between selections providing textual evidence.</p>				
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## NINE WEEKS 2

**Division Required Assessments:** ACPS Writing Prompt (reflective), Semester 1 Division Reading & Writing Assessment

**Ongoing Assessments:** Common Assessments

<b>THEME:</b> Survival and Perseverance <b>SKILLS TARGETED:</b> Author’s Organizational Pattern, Fact/Opinion, Nonfiction Text Features, Point of View <b>SKILLS SPIRALED:</b> Summarizing, Main Idea, Theme, Context Clues, Cause and Effect <b>STRATEGY FOCUS:</b> Background Knowledge/Making Connections, Determine Importance, Questioning, Infer/Predict/Draw Conclusions, Summarize/Synthesize, Self-Monitor/Metacognition <b>APPROXIMATE TIME:</b> Weeks 1-5					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>6.1a-j</b> The student will use effective oral communication skills in a variety of settings.</p> <p><b>6.2b, c, d</b> Use language and vocabulary appropriate to audience, give collaborative and individual interactive presentations, paraphrase/summarize key information.</p> <p><b>6.3a,b</b> Compare and contrast techniques as well as identifying the characteristics and effectiveness of a variety of media messages.</p> <p><b>6.3c,d</b> Interpret</p>	<p><b>6.4a, b, c</b> Identify word origins and derivations, use roots, affixes, synonyms and antonyms, use context and sentence structure to determine word meanings.</p> <p><b>6.4e</b> Use word-reference materials.</p> <p><b>6.4f</b> Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</p> <p><b>6.5b</b> Describe cause and effect relationships and their impact on plot.</p>	<p><b>6.7a-d</b> Engage in writing as a recursive process, choose audience, use prewriting strategies, organize to fit topic.</p> <p><b>6.7e, f, h</b> Write multi paragraph narratives with elaboration and structure to include: characters, plot, setting and point of view, with a central idea and an organized structure.</p> <p><b>6.7i, j</b> Use transition words and phrases and select vocabulary to enhance central idea, tone and voice.</p> <p><b>6.7l</b> Revise writing for clarity of content including specific</p>	<p><b>6.9b, f</b> Collect and organize information from multiple sources, demonstrate ethical use of the internet.</p>	<p><b><u>Elements of Literature:</u></b>  <b><u>In the Fog</u></b>  <i>The Hitchhiker (Radio Play)</i> in Collection 1  <i>In the Fog (Play)</i> in Collection 1  <i>The Bridegroom (Poem)</i> in Collection 1  <i>The Dog of Pompeii</i> in Collection 8  <i>from Bud, Not Buddy (Novel Excerpt)</i> in Collection 2</p> <p><b><u>CommonLit:</u></b>  <i>Malala Yousafzai: A Normal Yet Powerful Girl</i> by NPR Staff  <i>The Boy who Cried Wolf</i>            *See related media clips as well.</p>	<p>Thinking Maps/Graphic Organizers to illustrate comprehension (Tree Map for organizational patterns, Bridge Map for fact/opinion) transfer into writing.</p> <p>Write a reflection about a personal instance that involves survival or perseverance. Present individually and complete rubrics on presentations and identify speaker’s main ideas (Presentations can be digital or paper/pencil)</p> <p>Write a mystery essay about a character(s) that perseveres and survives a situation.</p>

<p>information presented in diverse media formats and explain how it contributes to the topic</p>	<p><b>6.5c</b> Explain how an author uses character development to drive conflict and resolution.</p> <p><b>6.5d</b> Differentiate between first and third person point of view.</p> <p><b>6.5g</b> Identify the characteristics of a variety of genres.</p> <p><b>6.5j, 6.6g</b> Identify transitional words/phrases to signal author's organizational pattern,</p> <p><b>6.5k, 6.6k</b> Use reading strategies to monitor comprehension.</p> <p><b>6.6a</b> Skim materials using text features such as type, headings, and graphics to predict and categorize information.</p> <p><b>6.6 b-d</b> Identify main idea, summarize supporting details, create an objective summary.</p> <p><b>6.6f</b> Identify the author's organizational pattern.</p> <p><b>6.6h</b> Differentiate between fact and opinion.</p> <p><b>6.6i</b> Identify cause and</p>	<p>vocabulary and information.</p> <p><b>6.8a-d</b> The student will self and peer edit for subject-verb agreement, pronoun-antecedent agreement, consistent verb tense as well as eliminate double negatives.</p> <p><b>6.8e</b> Use quotation marks with dialogue.</p> <p><b>6.8f</b> Choose adverbs to describe verbs, adjectives, and other adverbs.</p> <p><b>6.8g</b> Use correct spelling for frequently used words.</p> <p><b>6.8h</b> Use subordinating and coordinating conjunctions.</p>		<p><b><u>Newsela:</u></b>  <i>Wolf Dens Provide Information about Pup Survival</i> by Duluth News Tribune  <i>Striped Jacket Found at Tag Sale Unearths Story of Sadness and Survival</i> by Associated Press</p> <p><b><u>Novels/Trade Books:</u></b>  <i>Hatchet</i> by Gary Paulsen  <i>Akiak</i> by Robert J. Blake  <i>I Survived</i> novel series  <i>A Long Walk to Water</i> by Linda Sue Park  <i>The Boy Who Harnessed the Wind Young Reader's Edition</i> by William Kamkwamba  <i>A Night Divided</i> by Jennifer Nielsen</p> <p><b><u>Functional &amp; Informational Texts</u></b>  <a href="#">VDOE Practice Guide (p. 22-42)</a></p> <p><b><u>Roots/Affixes Resources:</u></b>  <a href="#">*Teacher's Guide Sample</a>  <a href="#">*Roots/Affix Practice</a></p> <p><b><u>Additional Resources:</u></b>  <a href="#">ReadWorks</a></p> <p><b>Scholastic News varieties</b></p>	<p>Interactive notes for future reference.</p>
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	effect relationships. <b>6.6j</b> Analyze ideas within and between selections.				
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<p><b>THEME:</b> Ambition and Self-Improvement  <b>SKILLS TARGETED:</b> N/A  <b>SKILLS SPIRALED:</b> Nonfiction Text Features, Author’s Organizational Pattern, Compare/Contrast, Context Clues  <b>STRATEGY FOCUS:</b> Background Knowledge/Making Connections, Determine Importance, Question, Visualize, Infer/Predict/Draw Conclusions, Summarize/Synthesize, Self-Monitor/Metacognition  <b>APPROXIMATE TIME:</b> Weeks 6-8, Followed by ACPS assessments Week 9</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>6.1a-j</b> The student will use effective oral communication skills in a variety of settings.</p> <p><b>6.2a-d</b> Use effective verbal and nonverbal communication to deliver multimodal presentations as well as using language and vocabulary appropriate to audience, give collaborative and individual interactive presentations, paraphrase/summarize key information.</p>	<p><b>6.4a, b, c</b> Identify word origins and derivations, use roots, affixes, synonyms and antonyms, use context and sentence structure to determine word meanings.</p> <p><b>6.4e</b> Use word-reference materials.</p> <p><b>6.4f</b> Extend general and cross curricular vocabulary.</p> <p><b>6.5b</b> Describe cause and effect relationships and their impact on plot.</p> <p><b>6.5c</b> Explain how an author uses character development to drive</p>	<p><b>6.7a-d</b> Engage in writing as a recursive process, choose audience, use prewriting strategies, organize to fit topic.</p> <p><b>6.7e, f, h</b> Write multi paragraph narratives with elaboration and structure to include: characters, plot, setting and point of view, with a central idea and an organized structure.</p> <p><b>6.7i, j</b> Use transition words and phrases and select vocabulary to enhance central idea, tone and voice.</p> <p><b>6.7k, l</b> Expand and embed ideas by using modifiers, standard</p>	<p><b>6.9 a-f</b> The student will find, evaluate, and select appropriate resources to create a research product. (Research a person that demonstrated ambition and/or self improvement-see “Possible Product” column).</p>	<p><b>Elements of Literature:</b>  <i>A Glory over Everything</i> in Collection 5  <i>Pet Heroes</i> Reading Skills in Collection 5  <i>Zlateh the Goat</i> paired with <i>Trial by Fire</i> in Collection 8  <i>His Gift to Girls</i> Reading Skills Compilation in Collection 6</p> <p><b>CommonLit:</b>  <i>A Kenyan Teen’s Discovery: Let there be Lights to Save Lions</i> by Nina Gregory  <i>The Peace Corps Journey</i> by Jennifer Borgen  *See related media clips as well.</p> <p><b>Newsela:</b></p>	<p>Thinking Maps/Graphic Organizers to illustrate comprehension (Brace Map for text features, Tree Map for organizational patterns, Double Bubble Map for compare/contrast, Multi Flow Map for cause/effect) transfer into writing.</p> <p>Interactive notes for future reference</p> <p>Graphic representation of text features to illustrate mastery and potentially use as an anchor piece for future reference. .</p> <p>Write a reflective essay highlighting a person</p>

	<p>conflict and resolution.</p> <p><b>6.5i</b> Compare and contrast details in literary and informational text.</p> <p><b>6.6f</b> Identify the author’s organizational pattern.</p> <p><b>6.5j, 6.6g</b> Identify transitional words/phrases to signal author’s organizational pattern,</p> <p><b>6.5k, 6.6k</b> Use reading strategies to monitor comprehension.</p> <p><b>6.6a</b> Skim materials using text features.</p> <p><b>6.6i</b> Identify cause and effect relationships.</p> <p><b>6.6j</b> Analyze ideas in and between selections.</p>	<p>coordination, and subordinations in complete sentences as well as revise writing for clarity of content including specific vocabulary and information.</p> <p><b>6.8a-d</b> The student will self and peer edit for subject-verb agreement, pronoun-antecedent agreement, consistent verb tense as well as eliminate double negatives.</p> <p><b>6.8e</b> Use quotation marks with dialogue.</p> <p><b>6.8f</b> Choose adverbs to describe verbs, adjectives, and other adverbs.</p> <p><b>6.8g</b> Use correct spelling for frequently used words.</p> <p><b>6.8h</b> Use subordinating and coordinating conjunctions.</p>		<p><i>SpaceX Founder wants to send Humans to Mars as Back up Plan for Civilization</i> by Hannah Devlin</p> <p><b><u>Novels/Short Stories:</u></b>  <i>Island of the Blue Dolphin</i> by Scott O’Dell  <i>Esperanza Rising</i> by Pam Munoz Ryan  <i>The Lorax</i> by Dr. Seuss  <i>The True Confessions of Charlotte Doyle</i> by Avi</p> <p><b><u>Roots/Affixes Resources:</u></b>  <a href="#">*Teacher’s Guide Sample</a>  <a href="#">*Roots/Affix Practice</a></p> <p><b><u>Additional Resources:</u></b>  <a href="#">ReadWorks</a></p> <p><b>Variety of Magazines (ex: Scholastic News, National Geographic, Time, etc.)</b></p> <p>Refer to ACPS local assessment calendar for NW2 testing requirements.</p>	<p>who has demonstrated ambition and/or self-improvement. Develop a presentation to be delivered to a peer partner (digital mediums encouraged).</p>
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## NINE WEEKS 3

**Division Required Assessments:** ACPS Writing Prompt (narrative), Simulation Testing: Division Reading & Writing Assessment

**Ongoing Assessments:** Common Assessments

<p><b>THEME:</b> Heroism, Sacrifice, and Adversity  <b>SKILLS TARGETED:</b> Tone/Mood  <b>SKILLS SPIRALED:</b> Character Development, Conflict/Resolution, Compare/Contrast Cause/Effect, Draw Conclusions/Inferences, Context Clues  <b>STRATEGY FOCUS:</b> Background Knowledge/Making Connections, Determine Importance, Question, Visualize, Infer/Predict/Draw Conclusions, Summarize/Synthesize, Self-Monitor/Metacognition  <b>APPROXIMATE TIME:</b> Weeks 1-4</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>6.1a-j</b> The student will use effective oral communication skills in a variety of settings.</p> <p><b>6.2a-d</b> Use effective verbal and nonverbal communication to deliver multimodal presentations as well as using language and vocabulary appropriate to audience, give collaborative and individual interactive presentations, paraphrase/summarize key information.</p>	<p><b>6.4a, b, c</b> Identify word origins and derivations, use roots, affixes, synonyms and antonyms, use context and sentence structure to determine word meanings.</p> <p><b>6.4e</b> Use word-reference materials.</p> <p><b>6.4f</b> Extend general and cross curricular vocabulary.</p> <p><b>6.5a</b> Identify the elements of narrative structure, including</p>	<p><b>6.7a-d</b> Engage in writing as a recursive process, choose audience, use prewriting strategies, organize to fit topic.</p> <p><b>6.7e, f, h</b> Write multi paragraph narratives with elaboration and structure to include: characters, plot, setting and point of view, with a central idea and an organized structure</p> <p><b>6.7g</b> Compose a thesis statement for expository and persuasive writing.</p> <p><b>6.7i, j</b> Use transition</p>	<p><b>6.9 a-f</b> The student will find, evaluate, and select appropriate resources to create a research product.</p>	<p><b>Elements of Literature:</b>  <i>The Bracelet, Wartime Mistakes, Peacetime Apologies</i>            Collection 2  <i>I Was Not Alone: An Interview With Rosa Parks</i>            Collection 4  <i>Stray, The Flood</i>            Collection 8</p> <p><b>CommonLit:</b>  <i>Theseus and the Minotaur</i> by E2BN.org  <i>The Lighthouse Lamp</i> by Margaret E. Sangster (see Related Media Clip and Paired Texts)</p>	<p>Thinking Maps/Graphic Organizers to illustrate comprehension (Double Bubble Map for compare/contrast, Multi Flow Map for cause/effect, Flow Map for conflict/resolution) transfer into writing</p> <p>Research and write about an individual who persevered through adversity.</p> <p>Interactive notes for future reference.</p> <p>Compose an expository and/or persuasive</p>

	<p>setting, character, plot, conflict, and theme.</p> <p><b>6.5b</b> Describe cause and effect relationships and their impact on plot.</p> <p><b>6.5c</b> Explain how an author uses character development to drive conflict and resolution.</p> <p><b>6.5e</b> Describe how word choice and imagery contribute to the meaning of a text (tone/mood).</p> <p><b>6.5f</b> Draw conclusions and make inferences using the text for support.</p> <p><b>6.5i</b> Compare/Contrast details in literary and informational nonfiction texts.</p> <p><b>6.5k, 6.6k</b> Use reading strategies to monitor comprehension.</p> <p><b>6.6e</b> Draw conclusions and make inferences based on explicit and implied information.</p> <p><b>6.6f</b> Identify the author’s organizational pattern.</p> <p><b>6.6i</b> Identify cause and effect relationships.</p>	<p>words and phrases and select vocabulary to enhance central idea, tone and voice.</p> <p><b>6.7k, l</b> Expand and embed ideas by using modifiers, standard coordination, and subordinations in complete sentences as well as revise writing for clarity of content including specific vocabulary and information.</p> <p><b>6.8a-d</b> The student will self and peer edit for subject-verb agreement, pronoun-antecedent agreement, consistent verb tense as well as eliminate double negatives.</p> <p><b>6.8e</b> Use quotation marks with dialogue.</p> <p><b>6.8f</b> Choose adverbs to describe verbs, adjectives, and other adverbs.</p> <p><b>6.8g</b> Use correct spelling for frequently used words.</p> <p><b>6.8h</b> Use subordinating and coordinating conjunctions.</p>		<p><b><u>Newsela:</u></b>  <i>Auschwitz to Rwanda: Link Between Science, Colonialism, and Genocide</i> by Heike Becker</p> <p><b><u>Novels/Short Stories:</u></b>  <i>The Boys who Fought the Nazis</i> article by Kristin Lewis  <i>The Boy in the Striped Pajamas</i> by John Boyne  <i>Daniel’s Story</i> by Carol Matas  <i>The War That Saved My Life</i> by Kimberly Brubaker Bradley  <i>10 True Tales</i> series  <i>Milkweed</i> by Jerry Spinelli  <i>Escape: Children of the Holocaust</i> by Allan Zullo</p> <p><b><u>Functional Text</u></b>  <a href="#">eReading Worksheets</a></p> <p><b><u>Roots/Affixes Resources:</u></b>  *<a href="#">Teacher’s Guide Sample</a>  *<a href="#">Roots/Affix Practice</a></p> <p><b><u>Additional Resources:</u></b>  <a href="#">ReadWorks</a></p> <p><b>Scholastic News varieties</b></p>	<p>writing piece about the character traits of a hero they read about.</p> <p>Students present a “book trailer” as a group project based upon a book they read together in a small group. Students will determine medium used for their project (Powerpoint, Slides, Video, Play, etc.)</p>
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	<b>6.6j</b> Analyze ideas within and between selections.				
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<p><b>THEME:</b> Diversity  <b>SKILLS TARGETED:</b> N/A  <b>SKILLS SPIRALED:</b> Compare/Contrast, Conflict/Resolution, Main Idea/Details (nonfiction), Sequencing, Summarizing, Genre Characteristics, Context Clues  <b>STRATEGY FOCUS:</b> Background Knowledge/Making Connections, Determine Importance, Question, Visualize, Infer/Predict/Draw Conclusions, Summarize/Synthesize, Self-Monitor/Metacognition  <b>APPROXIMATE TIME:</b> Weeks 5-8, Followed by ACPS Assessments Week 9</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>6.1a-j</b> The student will use effective oral communication skills in a variety of settings.</p> <p><b>6.2a-d</b> Use effective verbal and nonverbal communication to deliver multimodal presentations as well as using language and vocabulary appropriate to audience, give collaborative and individual interactive presentations, paraphrase/summarize key information.</p> <p><b>6.3a,b</b> Compare and contrast techniques as well as identifying the characteristics and</p>	<p><b>6.4a, b, c</b> Identify word origins and derivations, use roots, affixes, synonyms and antonyms, use context and sentence structure to determine word meanings.</p> <p><b>6.4e</b> Use word-reference materials.</p> <p><b>6.4f</b> Extend general and cross curricular vocabulary.</p> <p><b>6.5a</b> Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.</p>	<p><b>6.7a-d</b> Engage in writing as a recursive process, choose audience, use prewriting strategies, organize to fit topic.</p> <p><b>6.7e, f, h</b> Write multi paragraph narratives with elaboration and structure to include: characters, plot, setting and point of view, with a central idea and an organized structure.</p> <p><b>6.7i, j</b> Use transition words and phrases and select vocabulary to enhance central idea, tone and voice.</p> <p><b>6.7k, l</b> Expand and embed ideas by using</p>	<p><b>6.9 a-f</b> The student will find, evaluate, and select appropriate resources to create a research product.</p>	<p><b>Elements of Literature:</b>  <i>Ta-Na-E-Ka</i> paired with <i>The Wind People: Facts about the Kaw</i> in Collection 2  <i>Blanca Flor (Play)</i> in Collection 2  <i>The All-American Slurp</i> in Collection 3  <i>La Bamba</i> paired with <i>Goodbye Records, Hello CDs</i> in Collection 4  <i>Poem, Motto, and John Henry</i> in Collection 7</p> <p><b>CommonLit:</b>  <i>Can't we all just get Along?</i> By BirdBrain Science  <i>Where did I come from?</i> By BirdBrain Science  *See related media clips and paired texts.</p>	<p>Thinking Maps/Graphic Organizers to illustrate comprehension (Circle Map for vocabulary, Tree Map/Brace Map for main idea and details, Tree Map for genre characteristics) transfer into writing.</p> <p>Interactive notes for future reference</p> <p>Invite speakers from varying backgrounds to speak to students. Students may take notes and compare/contrast their backgrounds, cultural norms, etc.</p>

<p>effectiveness of a variety of media messages.</p> <p><b>6.3c,d</b> Interpret information presented in diverse media formats and explain how it contributes to the topic</p>	<p><b>6.5c</b> Character development to drive conflict/resolution.</p> <p><b>6.5g</b> Identify the characteristics of genres.</p> <p><b>6.5i</b> Compare/Contrast details in literary and informational nonfiction texts.</p> <p><b>6.5k, 6.6k</b> Use reading strategies to monitor comprehension.</p> <p><b>6.6b, d</b> Identify main idea, summarize supporting details, create an objective summary.</p> <p><b>6.6j</b> Analyze ideas within and between selections, providing textual evidence.</p>	<p>modifiers, standard coordination, and subordinations in complete sentences as well as revise writing for clarity of content including specific vocabulary and information.</p> <p><b>6.8a-d</b> The student will self and peer edit for subject-verb agreement, pronoun-antecedent agreement, consistent verb tense as well as eliminate double negatives.</p> <p><b>6.8e</b> Use quotation marks with dialogue.</p> <p><b>6.8f</b> Choose adverbs to describe verbs, adjectives, and other adverbs.</p> <p><b>6.8g</b> Use correct spelling for frequently used words.</p> <p><b>6.8h</b> Use subordinating and coordinating conjunctions.</p>		<p><b><u>Newsela:</u></b>  <i>Diversity Makes us Smarter</i> by BirdBrain Science  <i>Beyond Pink and Blue: Gender Stereotypes</i> Linked Text Set  <i>Adolescent Challenges</i> Linked Text Set</p> <p><b><u>Novels/Short Stories:</u></b>  <i>Roll of Thunder Hear My Cry</i> by Mildred D. Taylor  <i>Al Capone Does My Shirts</i> by Gennifer Choldenko  <i>Monster</i> by Walter Dean Meyers  <i>The Giver</i> by Lois Lowry</p> <p><b><u>Roots/Affixes Resources:</u></b>  <a href="#">*Teacher's Guide Sample</a>  <a href="#">*Roots/Affix Practice</a></p> <p><b><u>Additional Resources:</u></b>  <a href="#">ReadWorks</a></p> <p>Scholastic News varieties</p> <p>Refer to ACPS local assessment calendar for NW3 testing requirements.</p>	
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## NINE WEEKS 4

**Division Required Assessments:** SOL Test, ACPS Writing Prompt (expository or persuasive)

**Ongoing Assessments:** Common Assessments

<p><b>THEME:</b> Imagination  <b>SKILLS TARGETED:</b> N/A  <b>SKILLS SPIRALED:</b> Figurative Language, Context Clues, Conclusions/Inferences  <b>STRATEGY FOCUS:</b> Background Knowledge/Making Connections, Determine Importance, Question, Visualize, Infer/Predict/Draw Conclusions, Summarize/Synthesize, Self-Monitor/Metacognition  <b>APPROXIMATE TIME:</b> Weeks 1-3</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>6.1a-j</b> The student will use effective oral communication skills in a variety of settings.</p> <p><b>6.2a-d</b> Use effective verbal and nonverbal communication to deliver multimodal presentations as well as using language and vocabulary appropriate to audience, give collaborative and individual interactive presentations, paraphrase/summarize key information.</p>	<p><b>6.4a, b, c</b> Identify word origins and derivations, use roots, affixes, synonyms and antonyms, use context and sentence structure to determine word meanings.</p> <p><b>6.4d</b> Identify and analyze the construction and impact of figurative language.</p> <p><b>6.4e</b> Use word-reference materials.</p> <p><b>6.4f</b> Extend general and cross curricular</p>	<p><b>6.7a-d</b> Engage in writing as a recursive process, choose audience, use prewriting strategies, organize to fit topic.</p> <p><b>6.7e, f, h</b> Write multi paragraph narratives with elaboration and structure to include: characters, plot, setting and point of view, with a central idea and an organized structure.</p> <p><b>6.7i, j</b> Use transition words and phrases and select vocabulary to enhance central idea, tone and voice.</p>	<p><b>6.9 a-f</b> The student will find, evaluate, and select appropriate resources to create a research product.</p>	<p><b>Elements of Literature:</b>  <i>The Stone</i> in Collection 1  <i>Medusa's Head</i> in Collection 4  <i>Good Hot Dogs</i> in Collection 7  <i>The Toaster</i> in Collection 7  <i>Rapunzel</i> paired with <i>Rumpelstiltskin</i> in Collection 3  <i>The Emperor's New Clothes</i> paired with <i>Uniform Style</i> in Collection 3</p> <p><b>CommonLit:</b>  <i>The Life of a U.S. Industrial Worker</i> by BirdBrain History</p>	<p>Thinking Maps/Graphic Organizers to illustrate comprehension (Circle Map for context clues, Tree Map/Brace Map/Bridge Map for figurative language identification and applications, Multi Flow Map for cause/effect) transfer into writing.</p> <p>Interactive notes for future reference.</p> <p>Poetry portfolio (digital or paper/pencil).</p>

	<p>vocabulary.</p> <p><b>6.5b</b> Describe cause and effect relationships and their impact on plot.</p> <p><b>6.5c</b> Explain how an author uses character development to drive conflict and resolution.</p> <p><b>6.5e</b> Describe how word choice and imagery contribute to the meaning of a text.</p> <p><b>6.5f</b> Draw conclusions and make inferences using the text for support.</p> <p><b>6.5h</b> Identify and analyze the author’s use of figurative language</p> <p><b>6.5k, 6.6k</b> Use reading strategies to monitor comprehension</p> <p><b>6.6e</b> Draw conclusions and make inferences based on explicit and implied information.</p> <p><b>6.6f</b> Identify the author’s organizational pattern.</p> <p><b>6.6i</b> Identify cause and effect relationships.</p>	<p><b>6.7k, l</b> Expand and embed ideas by using modifiers, standard coordination, and subordinations in complete sentences as well as revise writing for clarity of content including specific vocabulary and information.</p> <p><b>6.8a-d</b> The student will self and peer edit for subject-verb agreement, pronoun-antecedent agreement, consistent verb tense as well as eliminate double negatives.</p> <p><b>6.8e</b> Use quotation marks with dialogue.</p> <p><b>6.8f</b> Choose adverbs to describe verbs, adjectives, and other adverbs.</p> <p><b>6.8g</b> Use correct spelling for frequently used words.</p> <p><b>6.8h</b> Use subordinating and coordinating conjunctions.</p>		<p><i>Master Jacob</i> by Howard Pyle  <i>Soccer Speaks many Languages</i> by Dianna Greers  *See related media clips and paired texts.</p> <p><b><u>Newsela:</u></b>  <i>Dream Jobs: Movie Monster</i> by Shelly Walden and Cricket Media  <i>6 Year Old Made \$11 Million in one Year</i> by Samantha Schmidt</p> <p><b><u>Novels/Short Stories:</u></b>  <i>Percy Jackson and the Olympian</i> series by Jack Riordan  <i>Westlandia</i> by Paul Fleischman  <i>Granny Torrelli makes Soup</i> by Sharon Creech  <i>Where the Sidewalk Ends</i> or <i>Falling Up</i> by Shel Silverstein  <i>The Girl Who Drank the Moon</i> by Kelly Barnhill  <i>Gregor the Overlander Series</i>, by Suzanne Collins</p> <p><b><u>Roots/Affixes Resources:</u></b>  *<a href="#">Teacher's Guide Sample</a>  *<a href="#">Roots/Affix Practice</a></p> <p><b><u>Additional Resources:</u></b>  <a href="#">ReadWorks</a></p>	
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<p><b>THEME:</b> SOL Review  <b>SKILLS TARGETED:</b> All → Cumulative Review  <b>STRATEGY FOCUS:</b> Background Knowledge/Making Connections, Determine Importance, Question, Visualize, Infer/Predict/Draw Conclusions, Summarize/Synthesize, Self-Monitor/Metacognition  <b>APPROXIMATE TIME:</b> Remainder of year</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>6.1a-j</b> The student will use effective oral communication skills in a variety of settings.</p> <p><b>6.2a-d</b> Use effective verbal and nonverbal communication to deliver multimodal presentations as well as using language and vocabulary appropriate to audience, give collaborative and individual interactive presentations, paraphrase/summarize key information.</p> <p><b>6.3a,b</b> Compare and contrast techniques as well as identifying the characteristics and effectiveness of a variety of media</p>	<p><b>6.4 a-f</b> The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.</p> <p><b>6.5 a-k</b> The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.</p> <p><b>6.6 a-k</b> The student will read and demonstrate comprehension of a variety of nonfiction texts.</p>	<p><b>6.7 a-f, h-l</b> The student will write in a variety of forms, to include narrative, expository, persuasive, and reflective, with an emphasis on narrative and reflective writing.</p> <p><b>6.7g</b> Compose a thesis statement for expository and persuasive writing.</p> <p><b>6.8 a-h</b> The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p>	<p><b>6.9 a-f</b> The student will find, evaluate, and select appropriate resources to create a research product.</p>	<p><b>Elements of Literature:</b>  <i>All Summer in a Day</i> in Collection 1</p> <p><b>Teacher Materials:</b>  <i>Measuring Up!</i>  <i>SOL Coach</i>  <i>VDOE Released SOL Tests</i>  <i>TestNAV</i>  <i>PowerAssessment test bank</i></p> <p><b>Functional &amp; Informational Texts</b>  <a href="#">VDOE Practice Guide (p. 22-42)</a></p> <p><b>Roots/Affixes Resources:</b>  <a href="#">*Teacher's Guide Sample</a>  <a href="#">*Roots/Affix Practice</a></p> <p><b>Additional Resources:</b></p>	<p>Thinking Maps/Graphic Organizers to illustrate comprehension (use all for review) transfer into writing.</p> <p>Interactive notes for future reference.</p> <p>Produce multimodal persuasive ad and/or commercial. Use evaluative self and peer rubric. Encourage use of digital modalities for presentations.</p>

<p>messages.</p> <p><b>6.3c,d</b> Interpret information presented in diverse media formats and explain how it contributes to the topic as well as craft and publish audience-specific media messages.</p>				<p><a href="#">ReadWorks</a></p> <p><b>Review by need from: Newsela, CommonLit, ReadWorks, Scholastic News</b></p> <p><b>Refer to ACPS local assessment calendar for NW4 testing requirements.</b></p>	
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## VDOE SKILL PROGRESSION CHARTS

### Key for Progression Charts

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced and appears in the grade-level reading standards.	I
The skill is not formally introduced in the grade level reading standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades.	P

### *Strand: Communication and Multimodal Literacies*

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Listen actively and speak using agreed-upon rules for discussion.	I	I	I	I	I	P	P	P	P	P	P	P	P
Follow implicit rules for conversation, including taking turns and staying on topic.	I	I	P	P	P	P	P	P	P	P	P	P	P
Listen and speak in informal conversations with peers and adults.	I	I	P	P	P	P	P	P	P	P	P	P	P
Discuss various texts and topics collaboratively and with partners.	I	I	I	P	P	P	P	P	P	P	P	P	P
Use voice level, phrasing, and intonation appropriate for various language situations.	I	I	I	P	P	P	P	P	P	P	P	P	P
Ask how and why questions to seek help, get information, or clarify information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Work respectfully with others.	I	I	I	I	P	P	P	P	P	P	P	P	P
Listen and respond to a variety of text and media.	I	I	P	P	P	P	P	P	P	P	P	P	P
Initiate conversation with peers and adults	-	I	P	P	P	P	P	P	P	P	P	P	P
Adapt or change oral language to fit the situation.	-	I	I	I	I	I	I	I	P	P	P	P	P
Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.	-	-	I	I	I	I	I	I	P	P	P	P	P
Share information orally with appropriate facts and relevant details.	-	-	I	I	P	P	P	P	P	P	P	P	P
Participate as a contributor and leader in collaborative and partner discussions.	-	-	I	I	I	I	P	P	P	P	P	P	P
Create a simple presentation using multimodal tools.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.	-	-	-	I	I	I	P	P	P	P	P	P	P
Orally summarize information expressing ideas clearly.	-	-	-	I	I	I	P	P	P	P	P	P	P

Use language appropriate for context and audience.	-	-	-	I	I	I	P	P	P	P	P	P	P
Organize ideas sequentially or around major points of information using appropriate facts and relevant details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Contribute to group discussions across content areas.	-	-	-	-	I	I	P	P	P	P	P	P	P
Connect comments to the remarks of others.	-	-	-	-	I	I	I	I	P	P	P	P	P
Use specific vocabulary to communicate ideas.	-	-	-	-	I	I	P	P	P	P	P	P	P
Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.	-	-	-	-	I	I	I	P	P	P	P	P	P
Locate, organize, and analyze information from a variety of multimodal texts.	-	-	-	-	I	I	I	I	I	P	P	P	P
Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal, interactive presentations.	-	-	-	-	-	-	I	P	P	P	P	P	P
Evaluate group activities.	-	-	-	-	-	-	I	P	P	P	P	P	P
Analyze the effectiveness of participant interactions.	-	-	-	-	-	-	I	I	I	P	P	P	P
Evaluate one's own contributions to discussions.	-	-	-	-	-	-	I	I	I	P	P	P	P
Give collaborative and individual, formal and informal, interactive presentations.	-	-	-	-	-	-	I	I	I	P	P	P	P
Make statements to communicate agreement or tactful disagreement with others' ideas.	-	-	-	-	-	-	-	I	I	I	P	P	P
Exhibit willingness to make necessary compromises to accomplish a goal.	-	-	-	-	-	-	-	I	I	I	I	P	P
Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	-	-	-	-	-	-	-	-	I	I	I	P	P
Select, organize, and create multimodal content that encompasses opposing points of view.	-	-	-	-	-	-	-	-	I	I	I	I	P
Respond to audience questions and comments.	-	-	-	-	-	-	-	-	I	I	P	P	P
Differentiate between Standard English and informal language.	-	-	-	-	-	-	-	-	I	P	P	P	P
Evaluate presentations.	-	-	-	-	-	-	-	-	I	I	I	P	P
Assist with setting rules for group work, including informal consensus, taking votes on key issues, presentation of alternate views, and goal setting.	-	-	-	-	-	-	-	-	-	I	I	I	I
Access, critically evaluate, and use information accurately to solve problems.	-	-	-	-	-	-	-	-	-	-	I	I	I
Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric and identify any faulty reasoning.	-	-	-	-	-	-	-	-	-	-	I	I	I
Anticipate and address alternative or opposing perspectives and counterclaims.	-	-	-	-	-	-	-	-	-	-	-	I	I
Evaluate various techniques used to construct arguments in multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	I	I
Critique effectiveness of multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	-	I
Media Literacy	-	-	-	-	-	-	-	-	-	-	-	-	-

Differentiate between auditory, visual, and written media messages and their purposes.	-	-	-	-	I	I	P	P	P	P	P	P	P	P
Compare and contrast how ideas and topics are depicted in a variety of media and formats.	-	-	-	-	I	I	I	I	P	P	P	P	P	P
Identify the purpose and audience of auditory, visual, and written media messages.	-	-	-	-	-	I	I	I	I	P	P	P	P	P
Identify the characteristics and effectiveness of a variety of media messages.	-	-	-	-	-	I	I	I	I	P	P	P	P	P
Interpret information presented in diverse media formats and explain how it contributes to the topic.	-	-	-	-	-	-	I	I	I	P	P	P	P	P
Craft and publish audience-specific media messages.	-	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify persuasive/informative techniques used in media.	-	-	-	-	-	-	-	I	I	I	P	P	P	P
Distinguish between fact and opinion, and between evidence and inference.	-	-	-	-	-	-	-	I	I	P	P	P	P	P
Describe how word choice, visual images, and sound convey a viewpoint.	-	-	-	-	-	-	-	I	I	P	P	P	P	P
Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.	-	-	-	-	-	-	-	-	I	I	P	P	P	P
Evaluate sources for relationships between intent and factual content.	-	-	-	-	-	-	-	-	I	I	P	P	P	P
Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).	-	-	-	-	-	-	-	-	I	I	P	P	P	P
Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.	-	-	-	-	-	-	-	-	I	I	P	P	P	P
Describe possible cause-and-effect relationships between mass media coverage and public opinion trends.	-	-	-	-	-	-	-	-	-	I	I	P	P	P
Monitor, analyze, and use multiple streams of simultaneous information.	-	-	-	-	-	-	-	-	-	I	I	I	P	P
Analyze the impact of selected media formats on meaning.	-	-	-	-	-	-	-	-	-	-	I	P	P	P

## Strand: Reading

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Relate previous experiences to what is read.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify text features.	I	I	I	I	P	P	P	P	P	P	P	P	P
Set a purpose for reading.	-	I	I	I	P	P	P	P	P	P	P	P	P
Make and confirm predictions.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify theme.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify the main idea.	-	I	I	I	P	P	P	P	P	P	P	P	P
Ask and answer questions using the text for support.	-	-	I	I	I	I	P	P	P	P	P	P	P

Describe characters, setting, and plot events in fiction and poetry.	-	-	I	I	I	I	P	P	P	P	P	P	P
Identify the conflict and resolution.	-	-	I	I	I	P	P	P	P	P	P	P	P
Summarize stories and events with beginning, middle, and end in the correct sequence.	-	-	I	I	I	P	P	P	P	P	P	P	P
Draw conclusions based on the text.	-	-	I	I	I	P	P	P	P	P	P	P	P
Make connections between reading selections.	-	-	-	I	I	I	I	P	P	P	P	P	P
Compare and contrast settings, characters, and plot events.	-	-	-	I	I	I	P	P	P	P	P	P	P
Differentiate between fiction and nonfiction.	-	-	-	I	I	P	P	P	P	P	P	P	P
Identify the author's purpose.	-	-	-	I	I	I	P	P	P	P	P	P	P
Summarize information found in nonfiction texts.	-	-	-	I	I	I	P	P	P	P	P	P	P
Identify supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Describe how the choice of language, setting, and characters contributes to the development of plot.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify genres.	-	-	-	-	I	I	P	P	P	P	P	P	P
Draw conclusions/make inferences about text using the text as support.	-	-	-	-	I	I	P	P	P	P	P	P	P
Compare/contrast details in literary and informational nonfiction texts.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify cause-and-effect relationships.	-	-	-	-	I	I	P	P	P	P	P	P	P
Distinguish between fact and opinion.	-	-	-	-	I	I	P	P	P	P	P	P	P
Discuss the impact of setting on plot development.	-	-	-	-	-	I	I	P	P	P	P	P	P
Describe character development.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between first and third person point of view.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between free verse and rhymed poetry.	-	-	-	-	-	I	I	P	P	P	P	P	P
Explain how an author's choice of vocabulary contributes to the author's style.	-	-	-	-	-	I	I	I	P	P	P	P	P
Skim materials to develop a general overview of content and to locate specific information.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify organizational pattern(s).	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify transitional words and phrases that signal an author's organizational pattern.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.	-	-	-	-	-	-	I	I	I	P	P	P	P
Describe how word choice and imagery contribute to the meaning of a text.	-	-	-	-	-	-	I	I	I	P	P	P	P
Identify and analyze the author's use of figurative language.	-	-	-	-	-	-	I	I	I	P	P	P	P
Analyze ideas within and between selections providing textual evidence.	-	-	-	-	-	-	I	I	I	I	P	P	P
Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.	-	-	-	-	-	-	-	I	I	I	P	P	P
Identify the source, viewpoint, and purpose of texts.	-	-	-	-	-	-	-	I	I	I	P	P	P
Explain the use of symbols and figurative language.	-	-	-	-	-	-	-	-	I	I	P	P	P
Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.	-	-	-	-	-	-	-	-	I	I	P	P	P
Compare and contrast authors' styles.	-	-	-	-	-	-	-	-	I	I	P	P	P
Analyze details for relevance and accuracy.	-	-	-	-	-	-	-	-	I	I	P	P	P
Identify the characteristics that distinguish literary forms.	-	-	-	-	-	-	-	-	-	I	P	P	P

Analyze the cultural or social function of a literary text.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Explain the influence of historical context on the form, style, and point of view of a written work.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify characteristics of expository, technical, and persuasive texts.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify a position/argument to be confirmed, disproved, or modified.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Evaluate clarity and accuracy of information.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Examine a literary selection from several critical perspectives.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Compare and contrast character development in a play to characterization in other literary forms.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze the use of dramatic conventions.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical-thinking questions about the text(s).	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Read and correctly interpret an application for employment, workplace documents, or an application for college admission.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze technical writing for clarity.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.	-	-	-	-	-	-	-	-	-	-	I	I	P	P

## Strand: Writing

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Differentiate pictures from writing.	I	P	P	P	P	P	P	P	P	P	P	P	P
Generate ideas.	I	I	I	P	P	P	P	P	P	P	P	P	P
Compose simple sentences.	I	I	I	P	P	P	P	P	P	P	P	P	P
Begin each sentence with a capital letter and use ending punctuation.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify audience and purpose.	-	I	I	I	I	P	P	P	P	P	P	P	P

Use prewriting activities.	-	I	I	I	I	I	I	P	P	P	P	P	P
Focus on one topic.	-	I	I	I	P	P	P	P	P	P	P	P	P
Organize writing to suit purpose.	-	I	I	I	P	P	P	P	P	P	P	P	P
Revise writing by adding description.	-	I	I	I	P	P	P	P	P	P	P	P	P
Write an opinion and give a reason.	-	I	I	I	I	P	P	P	P	P	P	P	P
Engage in the writing process.	-	-	I	I	I	I	P	P	P	P	P	P	P
Use strategies for organization according to writing type.	-	-	I	I	I	I	P	P	P	P	P	P	P
Organize writing to include a beginning, middle and end.	-	-	I	I	P	P	P	P	P	P	P	P	P
Write facts to support the main idea.	-	-	I	I	I	P	P	P	P	P	P	P	P
Revise writing for clarity.	-	-	I	I	I	I	P	P	P	P	P	P	P
Write a clear topic sentence focusing on main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P
Elaborate by adding supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use transition words for sentence variety.	-	-	-	I	I	I	P	P	P	P	P	P	P
Give fact based support for opinions.	-	-	-	I	I	I	P	P	P	P	P	P	P
Write a paragraph focusing on a main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P
Select audience and purpose.	-	-	-	-	I	I	P	P	P	P	P	P	P
Narrow the topic.	-	-	-	-	I	I	P	P	P	P	P	P	P
Recognize different forms of writing have different patterns of organization.	-	-	-	-	I	I	P	P	P	P	P	P	P
Write related paragraphs on the same topic.	-	-	-	-	I	I	P	P	P	P	P	P	P
Utilize elements of style, including word choice and sentence variation.	-	-	-	-	I	I	I	P	P	P	P	P	P
Clearly state a position including reasons and evidence to persuade the intended audience.	-	-	-	-	-	I	I	I	P	P	P	P	P
Write multiparagraph compositions.	-	-	-	-	I	I	P	P	P	P	P	P	P
Use precise and descriptive vocabulary to create voice and tone.	-	-	-	-	-	I	I	P	P	P	P	P	P
Compose thesis statements for expository and persuasive writing.	-	-	-	-	-	-	I	I	I	P	P	P	P
Select vocabulary and information to enhance central idea, tone, and voice.	-	-	-	-	-	-	I	I	I	P	P	P	P
Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	-	-	-	-	-	-	I	I	I	P	P	P	P
Use transition words and phrases within and between paragraphs	-	-	-	-	-	-	-	I	I	I	I	P	P
Distinguish between fact and opinion to support a position.	-	-	-	-	-	-	-	I	I	P	P	P	P
Develop and modify the central idea, tone and voice to fit the audience and purpose.	-	-	-	-	-	-	-	I	I	I	P	P	P
Use clauses and phrases for sentence variety.	-	-	-	-	-	-	-	I	I	P	P	P	P
Clearly state and defend a position with reasons and evidence from credible sources.	-	-	-	-	-	-	-	I	I	I	I	P	P
Identify a counter-claim and provide a counter-argument.	-	-	-	-	-	-	-	-	I	I	I	P	P
Blend multiple forms of writing including embedding a narrative.	-	-	-	-	-	-	-	-	-	I	I	P	P
Use textual evidence to compare and contrast multiple texts.	-	-	-	-	-	-	-	-	-	I	I	P	P
Arrange paragraphs in a logical progression using transitions between paragraphs and ideas.	-	-	-	-	-	-	-	-	-	I	I	P	P
Adjust writing content, technique, and voice for a variety of audiences and purposes.	-	-	-	-	-	-	-	-	-	-	I	P	P
Show relationships between claims, reasons and evidence and include a conclusion that follows logically from the information presented.-	-	-	-	-	-	-	-	-	-	-	I	P	P

Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.	-	-	-	-	-	-	-	-	-	-	-			
Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.	-	-	-	-	-	-	-	-	-	-	-	-		
Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.	-	-	-	-	-	-	-	-	-	-	-	-		
Use a variety of rhetorical strategies to accomplish a specific purpose.	-	-	-	-	-	-	-	-	-	-	-	-	-	
Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.	-	-	-	-	-	-	-	-	-	-	-	-	-	
Write to clearly describe personal qualifications for potential occupational or educational opportunities.	-	-	-	-	-	-	-	-	-	-	-	-	-	

## Strand: Writing (Grammar)

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Begin each sentence with a capital letter and use ending punctuation.				P	P	P	P	P	P	P	P	P	P
Use complete sentences.	-				P	P	P	P	P	P	P	P	P
Capitalize all proper nouns and the word I.	-	-			P	P	P	P	P	P	P	P	P
Use singular and plural nouns and pronouns.	-				P	P	P	P	P	P	P	P	P
Use apostrophes in contractions and possessives.	-	-				P	P	P	P	P	P	P	P
Use contractions and singular possessives.	-	-				P	P	P	P	P	P	P	P
Use past and present verb tense.	-	-			P	P	P	P	P	P	P	P	P
Use commas in a series.	-	-			P	P	P	P	P	P	P	P	P
Use subject-verb agreement.	-	-	-			P	P	P	P	P	P	P	P
Use noun-pronoun agreement.	-	-	-		P	P	P	P	P	P	P	P	P
Eliminate double negatives.	-	-	-				P	P	P	P	P	P	P
Use quotation marks with dialogue.	-	-	-				P	P	P	P	P	P	P
Use plural possessives.	-	-	-	-	-		P	P	P	P	P	P	P
Use adjective and adverb comparisons.	-	-	-	-	-		P	P	P	P	P	P	P
Use interjections.	-	-	-	-	-		P	P	P	P	P	P	P
Use prepositional phrases.	-	-	-	-	-		P	P	P	P	P	P	P
Use commas to indicate interrupters, items in a series, and to indicate direct address.	-	-	-	-	-		P	P	P	P	P	P	P
Edit for fragments and run-ons.	-	-	-	-	-		P	P	P	P	P	P	P
Use coordinating conjunctions.	-	-	-	-	-		P	P	P	P	P	P	P
Use subject-verb agreement with intervening clauses and phrases.	-	-	-	-	-	-			P	P	P	P	P
Use pronoun-antecedent agreement to include indefinite pronouns.	-	-	-	-	-	-			P	P	P	P	P

Maintain consistent verb tense across paragraphs.	-	-	-	-	-	-	I	I	I	P	P	P	P
Edit for verb tense consistency and point of view.	-	-	-	-	-	-	-	I	P	P	P	P	P
Use quotation marks with dialogue and direct quotations.	-	-	-	-	-	-	-	I	P	P	P	P	P
Use and punctuate correctly varied sentence structures to include conjunctions and transition words.	-	-	-	-	-	-	-	-	I	P	P	P	P
Correctly use pronouns in prepositional phrases with compound objects.	-	-	-	-	-	-	-	-	I	P	P	P	P
Use comparative and superlative degrees in adverbs and adjectives.	-	-	-	-	-	-	-	-	I	P	P	P	P
Use parallel structures across sentences and paragraphs.	-	-	-	-	-	-	-	-	-	I	P	P	P
Use appositives, main clauses, and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	I	P	P
Use commas and semicolons to distinguish and divide main and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	I	P	P
Distinguish between active and passive voice.	-	-	-	-	-	-	-	-	-	-	I	P	P
Use colons correctly.	-	-	-	-	-	-	-	-	-	-	-	I	P
Use verbals and verbal phrases to achieve sentence conciseness and variety.	-	-	-	-	-	-	-	-	-	-	-	-	I

## Strand: Research

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Generate topics of interest.	I	I	I	P	P	P	P	P	P	P	P	P	P
Generate questions to gather information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify pictures, texts, or people as sources of information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Find information from provided sources.	I	I	I	P	P	P	P	P	P	P	P	P	P
Gather and record information.	-	I	I	P	P	P	P	P	P	P	P	P	P
Organize information in writing or a visual display.	-	-	I	I	P	P	P	P	P	P	P	P	P
Create a research product.	-	-	I	I	P	P	P	P	P	P	P	P	P
Describe the difference between plagiarism and using one's own words.	-	-	I	I	P	P	P	P	P	P	P	P	P
Access appropriate resources.	-	-	-	I	I	I	P	P	P	P	P	P	P
Collect and organize information about the topic.	-	-	-	I	I	P	P	P	P	P	P	P	P
Evaluate the relevance of information.	-	-	-	I	I	I	P	P	P	P	P	P	P
Demonstrate ethical use of the Internet.	-	-	-	I	I	I	I	I	P	P	P	P	P
Collect and organize information from multiple resources.	-	-	-	-	I	I	I	P	P	P	P	P	P
Give credit to sources used in research.	-	-	-	-	I	I	I	P	P	P	P	P	P
Formulate and revise questions about a research topic.	-	-	-	-	-	-	I	I	P	P	P	P	P
Evaluate and analyze the validity and credibility of sources.	-	-	-	-	-	-	I	I	I	P	P	P	P
Cite primary and secondary sources.	-	-	-	-	-	-	I	I	I	P	P	P	P
Avoid plagiarism by using one's own words and follow ethical and legal guidelines for gathering and using information.	-	-	-	-	-	-	I	I	I	P	P	P	P
Synthesize information from multiple sources.	-	-	-	-	-	-	-	I	I	I	P	P	P



Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.	-	-	-	-	-	-	-	-	-	I	I	I	P	P
Cite sources using Modern Language Association (MLA) or American Psychological Association (APA) style.	-	-	-	-	-	-	-	-	-	I	I	I	P	P
Quote, summarize, and paraphrased research findings.	-	-	-	-	-	-	-	-	-	I	I	I	P	P
Publish findings and respond to feedback.	-	-	-	-	-	-	-	-	-	I	I	I	P	P
Verify the validity and accuracy of all information.	-	-	-	-	-	-	-	-	-	I	I	I	P	P
Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.	-	-	-	-	-	-	-	-	-	I	I	I	P	P
Synthesize relevant information from primary and secondary sources and present it in a logical sequence.	-	-	-	-	-	-	-	-	-	-	-	I	P	P
Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.	-	-	-	-	-	-	-	-	-	-	-	-	P	P