

6th Grade English Standards of Learning  
Curriculum Framework  
Mrs. Nichols' 6th Grade English Language Arts Class  
August 2019-March 2020

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

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

**6.2 The student will create multimodal presentations that effectively communicate ideas.**

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

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

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

**6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.**

- ★ a) Identify word origins and derivations.
- ★ b) Use roots, 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 the construction and impact of figurative language.
- ★ e) Use word-reference materials.
- ★ f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

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

- ★ a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- ★ b) Describe cause-and-effect relationships and their impact on plot.
- ★ c) Explain how an author uses character development to drive conflict and resolution.
  - d) *Differentiate between first and third person point of view.*
- ★ e) Describe how word choice and imagery contribute to the meaning of the text.
- ★ f) Draw conclusions and make inferences using the text for support.
- ★ g) Identify the characteristics of a variety of genres.
- ★ h) Identify and analyze the author's use of figurative language.

- ★ i) Compare/contrast details in literary and informational nonfiction texts.
- ★ j) Identify transitional words and phrases that signal an author's organizational pattern.
- ★ k) Use reading strategies to monitor comprehension throughout the reading process

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

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

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

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

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

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

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

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