



## CORE ENGLISH GRADE 6

*Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.*

### COURSE DESCRIPTION

The English/Language Arts 6 course is organized around four thematic units: *The Search for Identity; Passages and Challenges; Acceptance; and Exploration and Reflection*. As the students examine the short stories and novels in the units, they analyze how authors develop theme, character, and setting. By reading and discussing a variety of poems, students learn to identify the significant features of poetry and figurative language. As they read and analyze a variety of texts, students learn to prioritize, organize, and retain important concepts and information.

The students write to respond to literature, to explain, to narrate, to describe, and to persuade. As they write, the students practice using and correctly punctuating simple, compound, and complex sentences. When they revise and edit their work, the students learn to pay particular attention to pronoun-antecedent agreement, subject-verb agreement, and the correct use of adverbial phrases. Throughout the year, the students continuously revise and edit their writing as they build their writing portfolios. All the units integrate skills in speaking and listening with reading and writing. At this grade level, students take a Reading Test for the English Standards of Learning.

### PREREQUISITE

Fifth-grade language arts

### OPTIONS FOR NEXT COURSE

Enrollment for the next English course should be based on student performance, teacher recommendation, and parent input. The courses available are Core English, Grade 7 and Advanced English, Grade 7.

### REQUIRED STUDENT TEXTBOOK

*Elements of Literature, 6*

### READING SELECTIONS

*Amos Fortune*, Elizabeth Yates

*And Now Miguel*, Joseph Krungold

*The Big Wave*, Pearl Buck

*Bridge to Terabithia*, Katherine Paterson

*Call It Courage*, Armstrong Sperry

*Carlotta*, Scott O'Dell

*The Cay*, Theodore Taylor

*The Endless Steppe*, Esther Hautzig

*Esperanza Rising*, Pam Muñoz Ryan

*Everything on a Waffle*, Polly Horvath

*The Eyes of the Amaryllis*, Natalie Babbitt

*A Gathering of Days*, Joan W. Blos

*The Great Gilly Hopkins*, Katherine A. Paterson

*Hatchet*, Gary Paulsen

*The Hay Meadow*, Gary Paulsen

*Homesick, My Own Story*, Jean Fritz

*House of Sixty Fathers*, Meindert Dejong

*Hoot*, Carl Hiassen

*Island of the Blue Dolphins*, Scott O'Dell

*Julie of the Wolves*, Jean Craighead George

*My Brother Sam Is Dead*, James Lincoln Collier

*My Side of the Mountain*, Jean Craighead George

*Number the Stars*, Lois Lowry

*Old Yeller*, Fred Gipson

*One-Eyed Cat*, Paula Fox

*Onion John*, Joseph Krungold

*Pinballs*, Betsy Cromer Byars

*River*, Gary Paulsen

*Sadako and the Thousand Paper Cranes*, Eleanor Coerr

*Sign of the Beaver*, Elizabeth George Speare

*Snow Treasure*, Marie McSwigan

*Summer of the Swans*, Betsy Byars

*The Talking Earth*, Jean Craighead George

*Tuck Everlasting*, Natalie Babbitt

*Wood Song*, Gary Paulsen

## THE OBJECTIVES FOR THE COURSE FOLLOW.

### ORAL LANGUAGE

- 6.1 The student will speak effectively to various audiences and will analyze oral participation in small-group activities. (SOL 6.1)**
- E 6.1.1 Communicate as leader and contributor. (SOL 6.1a)
  - E 6.1.2 Evaluate own contributions to discussions. (SOL 6.1b)
  - E 6.1.3 Summarize and evaluate group activities. (SOL 6.1c)
  - E 6.1.4 Analyze the effectiveness of participant interactions. (SOL 6.1d)
  - E 6.1.5 Demonstrate responsibility for individual and group learning activities.
  - E 6.1.6 Exhibit sensitivity to different ideas and opinions among people.
- 6.2 The student will listen critically and express opinions in oral presentations. (SOL 6.2)**
- E 6.2.1 Distinguish between facts and opinions. (SOL 6.2a)
  - E 6.2.2 Compare and contrast viewpoints. (SOL 6.2b)
  - E 6.2.3 Give a 1-2 minute planned oral presentation.
  - E 6.2.4 Present a convincing argument using facts as supporting details. (SOL 6.2c)
  - E 6.2.5 Read an excerpt aloud from a famous speech, poem, or passage fluently, distinctly, and expressively.
  - E 6.2.6 Use appropriate gestures when speaking before a group.
  - E 6.2.7 Listen actively (e.g., take notes, generate questions, prepare a response, write a critique) and critically to a presenter.
  - E 6.2.8 Paraphrase what is heard. (SOL 6.2d)
  - E 6.2.9 Summarize what is heard. (SOL 6.2e)
  - E 6.2.10 Respond positively and constructively to peer presentations.
  - E 6.2.11 Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose. (SOL 6.2f)

### READING/LITERATURE

- 6.3 The student will use structural and contextual clues to discern the meanings of unfamiliar words and phrases. (SOL 6.3; C/Ts 8.2, 8.4)**
- E 6.3.1 Use knowledge of prefixes, suffixes, roots, and other word elements to determine word meanings.
  - E 6.3.2 Identify word origins, derivations, and inflections. (SOL 6.3a)
  - E 6.3.3 Identify analogies (e.g., synonyms, antonyms, object/action, source/product, part/whole, animal/habitat) and figurative language. (SOL 6.3b)
  - E 6.3.4 Use context and sentence structure to determine the meanings and differentiate among multiple meanings of words. (SOL 6.3c)
  - E 6.3.5 Use print and electronic word-reference materials. (SOL 6.3d; C/Ts 8.2, 8.4)
  - E 6.3.6 Integrate new vocabulary words into oral and written communication.
- 6.4 The student will read, write, respond to, and demonstrate comprehension of fiction, narrative nonfiction, and poetry. (SOL 6.4; C/Ts 8.2, 8.4)**
- E 6.4.1 Read a minimum of one major work per unit (a novel, a biography, an autobiography, or a drama), in addition to short stories and poetry.
  - E 6.4.2 Recognize the characteristics of various types of genres, including fiction (short stories and novels), nonfiction (narrative and informative), poetry, drama, and folk literature.
  - E 6.4.3 Recognize various forms of narrative nonfiction, including biography, autobiography, and personal essay.
  - E 6.4.4 Recognize various poetic forms, including stanzas, lines, haiku, limerick, ballad, and free verse.
  - E 6.4.5 Recognize the characteristics of drama, including a script and stage directions.
  - E 6.4.6 Read strategically (e.g., predict, question, visualize, evaluate, connect, and clarify) to improve comprehension.
  - E 6.4.7 Use knowledge of narrative and poetic structures to aid comprehension and predict outcomes. (SOL 6.4b)
  - E 6.4.8 Use information stated explicitly in the text to draw conclusions and make inferences. (SOL 6.4f)
  - E 6.4.9 Identify the elements of narrative structure, including setting, character, plot, conflict and theme. (SOL 6.4a)
  - E 6.4.10 Describe cause-effect relationships and their impact on plot. (SOL 6.4e)
  - E 6.4.11 Distinguish among the various types of internal and external conflicts in stories (e.g., individual v. another individual, individual v. nature, individual v. self, individual v. society, individual v. technology, individual v. supernatural).
  - E 6.4.12 Describe characters using character traits (what a character says, thinks, and does; how other characters respond to the character).
  - E 6.4.13 Explain how a character changes as a result of conflict and resolution.
  - E 6.4.14 Explain how character and plot development are used in a selection to support a central conflict or story line. (SOL 6.4g)
  - E 6.4.15 Explain how a theme is supported by the narrative and poetic structures in fiction.

- E 6.4.16 Identify figurative language, poetic devices, and poetic structures (e.g., similes, metaphors, hyperbole, personification, alliteration, onomatopoeia, rhyme, rhythm, repetition, stanza, line).
  - E 6.4.17 Describe the images created by language. (SOL 6.4c)
  - E 6.4.18 Describe how word choice and imagery contribute to the meaning of a text. (SOL 6.4d)
  - E 6.4.19 Identify the mood of a story and describe how the author establishes the mood (e.g., flashback, foreshadowing, comic relief, etc).
  - E 6.4.20 Explain how an author uses vocabulary, imagery, and sentence formation to develop tone and voice.
  - E 6.4.21 Paraphrase and summarize the main points in the text. (SOL 6.4h)
- 6.5 The student will demonstrate comprehension of a variety of informational selections. (SOL 6.5)**
- E 6.5.1 Read and summarize several nonfiction texts per unit (e.g., essay, persuasive speech, newspaper/magazine article, and other informational text).
  - E 6.5.2 Read strategically (e.g., predict, question, visualize, evaluate, connect, and clarify) to improve comprehension.
  - E 6.5.3 Activate background knowledge prior to reading.
  - E 6.5.4 Identify questions to be answered. (SOL 6.5a)
  - E 6.5.5 Make, confirm, or revise predictions as needed. (SOL 6.5b)
  - E 6.5.6 Use context to understand unfamiliar words (e.g., signal words and phrases, definitions, direct explanations, synonyms, antonyms, inferences) and technical vocabulary. (SOL 6.5c)
  - E 6.5.7 Draw conclusions and make inferences based on explicit and implied information. (SOL 6.5d)
  - E 6.5.8 Identify and record details and facts in order to arrive at a conclusion, inference, or generalization.
  - E 6.5.9 Recognize how text is organized through internal text structures (problem-solution, comparison/contrast, chronological/sequential, cause-and-effect, and generalization or principle).
  - E 6.5.10 Use graphic organizers for different internal text structures to aid comprehension of informative texts.
  - E 6.5.11 Use external text features (section and chapter titles, boldface headings and subheadings, pictures and captions) as a pre-reading strategy.
  - E 6.5.12 Organize the main ideas and supporting details to form a summary. (SOL 6.5e)
  - E 6.5.13 Compare and contrast information about one topic contained in a variety of selections. (SOL 6.5f)
  - E 6.5.14 Select informational sources (dictionary, thesaurus, atlas, globe, encyclopedia, database, Internet) appropriate for a given purpose. (SOL 6.5g)

## WRITING

- 6.6 The student will use the writing process to write for a variety of reasons (e.g., narrating, describing, informing, creating, persuading, comparing/contrasting, expressing oneself, reporting findings, and clarifying thoughts) and in a variety of modes (e.g., poems, speeches, journal entries, stories). (SOL 6.6; C/T 8.1)**
- E 6.6.1 Use a variety of planning strategies to generate and organize ideas (e.g., brainstorming, webbing, mapping, clustering, listing, graphic organizers, questioning and responding). (SOL 6.6a)
  - E 6.6.2 Identify a purpose and audience for writing.
  - E 6.6.3 Establish a central idea, organization, elaboration, and unity. (SOL 6.6b)
  - E 6.6.4 Select vocabulary and information to enhance the central idea, tone, and voice. (SOL 6.6c)
  - E 6.6.5 Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. (SOL 6.6d)
  - E 6.6.6 Use a variety of simple, compound, and complex sentences appropriately in writing.
  - E 6.6.7 Use appropriate transitional words and phrases to connect paragraphs (e.g., next, consequently, in addition).
  - E 6.6.8 Sequence sentences in paragraphs of writing in the most effective order (e.g., chronological order, spatial order, order of importance).
  - E 6.6.9 Revise writing for clarity, word choice, descriptive details, sentence variety, voice, and tone. (SOL 6.6e)
  - E 6.6.10 Practice peer revision.
  - E 6.6.11 Use available technology to compose, revise, and edit documents.
  - E 6.6.12 Maintain a Works in Progress folder for writing.
  - E 6.6.13 Use reflection as a tool to demonstrate growth as a writer and to self-evaluate the writing process and product.
  - E 6.6.14 Maintain a writing portfolio that is a representation of a student's best work over time.
  - E 6.6.15 Write paragraphs for a variety of purposes to a variety of audiences, including description, explanation, and comparison.
  - E 6.6.16 Write multi-paragraph pieces for a variety of purposes to a variety of audiences that contain an introduction, a body, and closing, including persuasive writing that includes supporting evidence.
  - E 6.6.17 Write a narrative that includes dialogue.
  - E 6.6.18 Write an informative news article with a lead (first paragraph) that answers the five w's (who?; what?; where?; when?; why?). (C/T 8.1)

- E 6.6.19 Write poetry in a variety of forms, employing figurative language, sound devices, and poetic structures.
- E 6.6.20 Use available publishing software, graphics programs, and scanners to produce page layouts. (C/T 8.1)
- 6.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure. ((SOL 6.7)C/T 8.1)**
  - E 6.7.1 Identify the parts of speech and their functions.
  - E 6.7.2 Choose adverbs to describe verbs, adjectives, and other adverbs. (SOL 6.7e)
  - E 6.7.3 Distinguish between independent and dependent clauses.
  - E 6.7.4 Form and punctuate correctly simple sentences and compound sentences.
  - E 6.7.5 Use a comma after an introductory phrase with four or more words or between two independent clauses with a coordinating conjunction.
  - E 6.7.6 Use a semicolon to separate the items in a series when there are commas within one or more of the items.
  - E 6.7.7 Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. (SOL 6.7a)
  - E 6.7.8 Use subject-verb agreement with intervening phrases and clauses. (SOL 6.7b)
  - E 6.7.9 Use pronoun-antecedent agreement to include indefinite pronouns. (SOL 6.7c)
  - E 6.7.10 Maintain consistent tense inflections across paragraphs. (SOL 6.7d)
  - E 6.7.11 Use correct capitalization.
  - E 6.7.12 Use quotation marks, underlining, and italics appropriately with titles both in written and computer-generated work.
  - E 6.7.13 Punctuate dialogue correctly.
  - E 6.7.14 Use an apostrophe correctly for contractions and possessives.
  - E 6.7.15 Use correct spelling for frequently used words. (SOL 6.7f)

**RESEARCH**

- 6.8 The student will select the best sources for a given purpose, including atlases, dictionaries, globes, interviews, telephone directories, encyclopedias, electronic databases, and the *Reader's Guide*. (SOL 6.5; C/Ts 8.1, 8.4)**
  - E 6.8.1 Use the parts of a book to obtain necessary information.
  - E 6.8.2 Use a newspaper or magazine to obtain information on a given topic.
  - E 6.8.3 Use search strategies to retrieve electronic information. (C/T 8.4)
  - E 6.8.4 Use encyclopedias, almanacs, indexes, catalogues, and Internet directions to retrieve and select relevant information.
  - E 6.8.5 Use atlases and globes to obtain necessary information.
  - E 6.8.6 Conduct an interview to obtain information on a given topic.
  - E 6.8.7 Compare and contrast sources to determine the most credible. (C/Ts 8.1, 8.4)
  - E 6.8.8 Use electronic databases to perform research. (C/T 8.4)
- 6.9 The student will apply knowledge of resources in preparing and writing reports.**
  - E 6.9.1 Select and narrow a topic.
  - E 6.9.2 Develop a plan for research.
  - E 6.9.3 Write a thesis.
  - E 6.9.4 Take notes from reference books and other written sources of information.
  - E 6.9.5 Choose a strategy to help generate ideas (e.g., Venn diagram).
  - E 6.9.6 Use quotations from at least one source.
  - E 6.9.7 Use factual information to support the thesis.
  - E 6.9.8 Construct a body for the report.
  - E 6.9.9 Develop a conclusion.
  - E 6.9.10 Develop a Works Cited in the MLA format that credits at least 3 primary sources used to write the paper.
  - E 6.9.11 Revise and edit the paper.
  - E 6.9.12 Define the meaning and consequences of plagiarism.



# **VIRGINIA BEACH CITY PUBLIC SCHOOLS**

A H E A D O F T H E C U R V E

## **MISSION STATEMENT**

**The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.**

## **DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**2512 George Mason Drive P.O. Box 6038**

**Virginia Beach, VA 23456-0038**

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