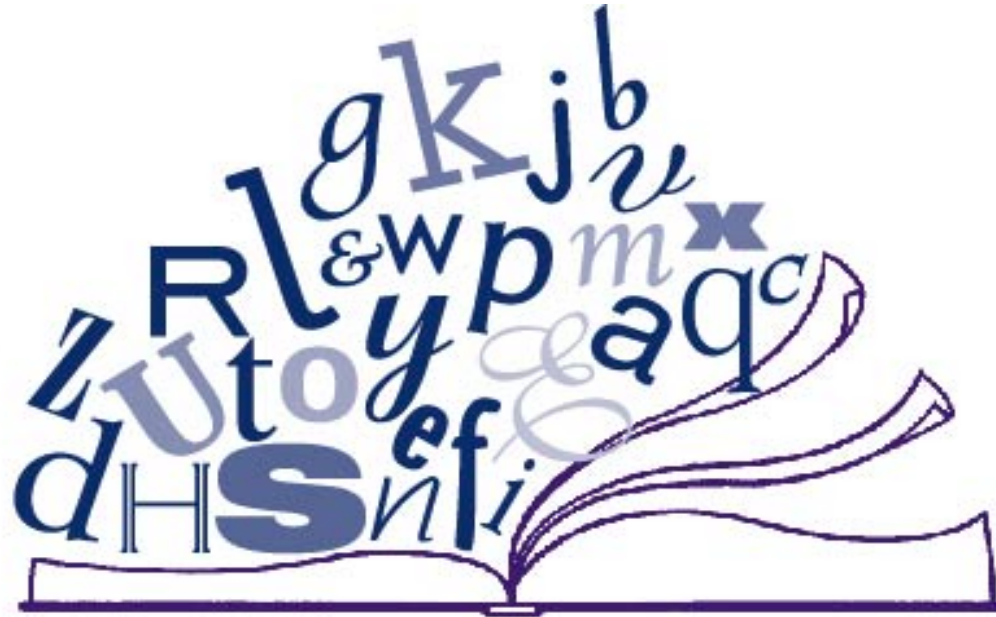


# ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK



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Board of Education  
Richmond, Virginia  
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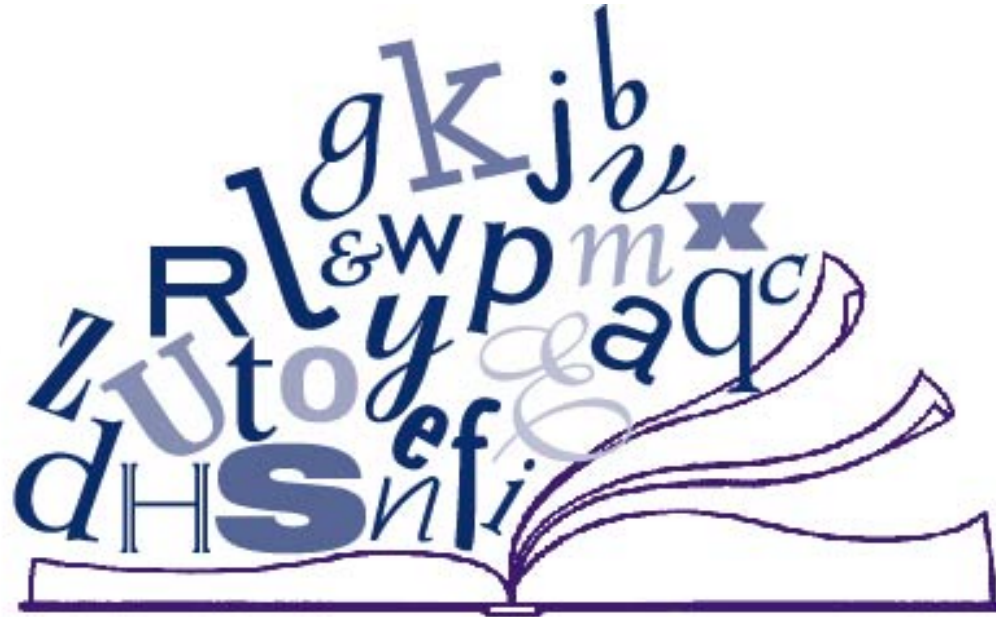
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# ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

*Grade Six*



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

6.1 The student will analyze oral participation in small-group activities.

- a) Communicate as leader and contributor.
- b) Evaluate own contributions to discussions.
- c) Summarize and evaluate group activities.
- d) Analyze the effectiveness of participant interactions.

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

- 6.2 The student will listen critically and express opinions in oral presentations.
- Distinguish between fact and opinion.
  - Compare and contrast viewpoints.
  - Present a convincing argument.
  - Paraphrase what is heard.
  - Summarize what is heard.
  - Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.

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

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

- 6.3 The student will read and learn the meanings of unfamiliar words and phrases.
- Identify word origins, derivations, and inflections.
  - Identify analogies and figurative language.
  - Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
  - Use word-reference materials.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will become independent learners of vocabulary.</li> <li>Students will be exposed to prefixes, suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts may be related to each other in meaning and origin.</li> <li>Figurative language and analogies will be introduced and the use of context to help determine the meaning of unfamiliar words will be continued.</li> <li>Students will develop independence with reference books to determine meaning, pronunciation, and origin of words.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>use word structure to analyze and show relationships among words</li> <li>identify internal and external inflections which may alter meaning and pronunciation</li> <li>recognize the relationships commonly used to create analogies</li> <li>recognize that many words have multiple meanings and that context and dictionaries are both supportive in determining which meaning is most appropriate</li> <li>recognize that figurative language enriches text.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating <i>poly</i> from <i>polygon</i> and <i>phone</i> from <i>telephone</i> to predict the meaning of <i>polyphony</i></li> <li>notice relationships among inflected words, such as <i>proceed</i> and <i>procession</i> or <i>internal</i> and <i>internalization</i></li> <li>recognize relationships common to analogy construction <ul style="list-style-type: none"> <li>synonyms – small: little</li> <li>antonyms – up: down</li> <li>object/action – ear: hear</li> <li>source/product – tree: lumber</li> <li>part/whole – paw: dog</li> <li>animal/habitat – bee: hive</li> </ul> </li> <li>use context clues to determine meanings of unfamiliar words in text, such as <ul style="list-style-type: none"> <li>examples</li> <li>restatements</li> <li>contrast</li> </ul> </li> <li>identify figurative language in text, including <ul style="list-style-type: none"> <li><b>simile</b> – figures of speech that use the words <i>like</i> or <i>as</i> to make comparisons</li> <li><b>hyperbole</b> – intentionally exaggerated figures of speech</li> </ul> </li> </ul> <p>CONTINUED</p>



- 6.3 The student will read and learn the meanings of unfamiliar words and phrases.**
- a) Identify word origins, derivations, and inflections.**
  - b) Identify analogies and figurative language.**
  - c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.**
  - d) Use word-reference materials.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
		<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use word reference materials, including               <ul style="list-style-type: none"> <li>◦ dictionaries</li> <li>◦ thesauruses</li> <li>◦ glossaries</li> <li>◦ online sources.</li> </ul> </li> </ul>

- 6.4 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.**
- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.**
  - b) Use knowledge of narrative and poetic structures to aid comprehension and predict outcomes.**
  - c) Describe the images created by language.**
  - d) Describe how word choice and imagery contribute to the meaning of a text.**
  - e) Describe cause-effect relationships and their impact on plot.**
  - f) Use information stated explicitly in the text to draw conclusions and make inferences.**
  - g) Explain how character and plot development are used in a selection to support a central conflict or story line.**
  - h) Paraphrase and summarize the main points in the text.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will read at and beyond the literal level in a variety of genres, including fiction, narrative nonfiction, and poetry, and understand the structures and characteristics of stories and poems.</li> <li>• Students will become independent readers of age-appropriate text and will activate background knowledge and summarize or paraphrase text to demonstrate understanding.</li> <li>• <b>Imagery</b> 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.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• recognize an author’s choice of words and images</li> <li>• identify and define the elements of narrative structure</li> <li>• understand that fiction includes a variety of genres, including <b>short story, novel, folk literature, and drama</b></li> <li>• understand that narrative nonfiction includes <b>biography, autobiography, and personal essay</b></li> <li>• understand that poetry can be rhymed, unrhymed, and/or patterned</li> <li>• differentiate between narrative and poetic forms</li> </ul> <p>CONTINUED</p>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• understand setting as time, place, and duration in a story</li> <li>• understand plot as <ul style="list-style-type: none"> <li>◦ the development of the central conflict and resolution</li> <li>◦ the sequence of events in the story</li> <li>◦ the writer’s map for what happens, how it happens, to whom it happens, and when it happens</li> </ul> </li> <li>• understand that character traits are revealed by <ul style="list-style-type: none"> <li>◦ what a character says</li> <li>◦ what a character thinks</li> <li>◦ what a character does</li> <li>◦ how other characters respond to the character</li> </ul> </li> <li>• understand internal and external conflicts in stories, including <ul style="list-style-type: none"> <li>◦ internal conflicts within characters</li> <li>◦ external conflicts between characters</li> <li>◦ changes in characters as a result of conflicts and resolutions in the plot</li> </ul> </li> </ul> <p>CONTINUED</p>

- 6.4 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.
- Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
  - Use knowledge of narrative and poetic structures to aid comprehension and predict outcomes.
  - Describe the images created by language.
  - Describe how word choice and imagery contribute to the meaning of a text.
  - Describe cause-effect relationships and their impact on plot.
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  - Explain how character and plot development are used in a selection to support a central conflict or story line.
  - Paraphrase and summarize the main points in the text.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	<p>All students should</p> <ul style="list-style-type: none"> <li>• understand that imagery and figurative language enrich texts</li> <li>• recognize an author's craft as the purposeful choice of vocabulary, sentence formation, voice, and tone</li> <li>• recognize an author's theme(s)</li> </ul> <p>CONTINUED</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> <li>• notice an author's craft, including use of <ul style="list-style-type: none"> <li>◦ language patterns</li> <li>◦ sentence variety</li> <li>◦ vocabulary</li> <li>◦ imagery</li> <li>◦ figurative language</li> </ul> </li> <li>• recognize and author's use of <ul style="list-style-type: none"> <li>◦ <b>simile</b> – figures of speech that use the words <i>like</i> or <i>as</i> to make comparisons</li> <li>◦ <b>hyperbole</b> – intentionally exaggerated figures of speech</li> </ul> </li> <li>• recognize poetic elements in prose and poetry, including <ul style="list-style-type: none"> <li>◦ <b>rhyme</b> – recurring identical or similar final word sounds within or at the ends of lines of verse, e.g., <i>farm/harm</i></li> <li>◦ <b>rhythm</b> – the recurring pattern of strong and weak syllabic stresses</li> <li>◦ <b>repetition</b> – repeated use of sounds, words, or ideas for effect and emphasis</li> <li>◦ <b>alliteration</b> – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i></li> <li>◦ <b>onomatopoeia</b> – the use of a word whose sound suggests its meaning, e.g., <i>buzz</i></li> </ul> </li> </ul> <p>CONTINUED</p>

- 6.4 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.
- Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
  - Use knowledge of narrative and poetic structures to aid comprehension and predict outcomes.
  - Describe the images created by language.
  - Describe how word choice and imagery contribute to the meaning of a text.
  - Describe cause-effect relationships and their impact on plot.
  - Use information stated explicitly in the text to draw conclusions and make inferences.
  - Explain how character and plot development are used in a selection to support a central conflict or story line.
  - Paraphrase and summarize the main points in the text.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• recognize poetic forms, including               <ul style="list-style-type: none"> <li>◦ <b>haiku</b> – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature</li> <li>◦ <b>limerick</b> – a 5-line, rhymed, rhythmic verse, usually humorous</li> <li>◦ <b>ballad</b> – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain</li> <li>◦ <b>free verse</b> – poetry with neither regular meter nor rhyme scheme.</li> </ul> </li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use strategies for summarizing, such as               <ul style="list-style-type: none"> <li>◦ story maps</li> <li>◦ Somebody...Wanted...But...So</li> </ul> </li> <li>• use graphic organizers, such as flow charts or story maps, to record plot elements that illustrate cause-and-effect relationships and plot development</li> <li>• use graphic organizers, such as two-column notes and Venn diagrams, to record changes in characters as a result of incidents in the plot</li> <li>• use graphic organizers, such as “It says...I say,” to record clues in the text and inferences or conclusions made by the reader as a result of those clues.</li> </ul>

- 6.5 The student will read and demonstrate comprehension of a variety of informational selections.**
- a) Identify questions to be answered.**
  - b) Make, confirm, or revise predictions.**
  - c) Use context to determine meanings of unfamiliar words and technical vocabulary.**
  - d) Draw conclusions and make inferences based on explicit and implied information.**
  - e) Organize the main idea and details to form a summary.**
  - f) Compare and contrast information about one topic contained in different selections.**
  - g) Select informational sources appropriate for a given purpose.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will read and comprehend at and beyond the literal level in a variety of informational texts.</li> <li>• Teachers will model higher-order thinking processes with materials at or below the students' instructional reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level.</li> <li>• Students will become independent and knowledgeable about the use of libraries and technology for doing research.</li> </ul> <p>CONTINUED</p>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• activate prior knowledge before reading</li> <li>• be strategic before, during, and after reading</li> <li>• recognize an author's patterns of organization</li> <li>• recognize an author's use and clarification of technical vocabulary</li> <li>• use graphic organizers to organize and summarize text</li> <li>• read beyond the printed text to understand the message stated or implied by an author</li> <li>• select appropriate sources of information based on the purpose for reading</li> </ul> <p>CONTINUED</p>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• activate prior knowledge before reading by use of <ul style="list-style-type: none"> <li>◦ small-group or whole-class discussion</li> <li>◦ anticipation guides</li> <li>◦ preview of key vocabulary</li> </ul> </li> <li>• pose questions prior to and during the reading process based on text features such as <ul style="list-style-type: none"> <li>◦ boldface and/or italics type</li> <li>◦ type set in color</li> <li>◦ vocabulary</li> <li>◦ graphics or photographs</li> <li>◦ headings and subheadings</li> </ul> </li> <li>• predict and then read to validate or revise the prediction(s)</li> <li>• identify clue words and phrases that help unlock meaning of unfamiliar and technical terms</li> <li>• comprehend, record, and remember details and/or facts in order to arrive at a conclusion or generalization</li> </ul> <p>CONTINUED</p>

**6.5 The student will read and demonstrate comprehension of a variety of informational selections.**

- a) Identify questions to be answered.**
- b) Make, confirm, or revise predictions.**
- c) Use context to determine meanings of unfamiliar words and technical vocabulary.**
- d) Draw conclusions and make inferences based on explicit and implied information.**
- e) Organize the main idea and details to form a summary.**
- f) Compare and contrast information about one topic contained in different selections.**
- g) Select informational sources appropriate for a given purpose.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• Specific and helpful clues in the context include               <ul style="list-style-type: none"> <li>◦ <b>definitions</b>, which define words within the text</li> <li>◦ <b>signal words</b>, which alert readers that explanations or examples follow</li> <li>◦ <b>direct explanations</b>, which explain terms as they are introduced</li> <li>◦ <b>synonyms</b>, which provide a more commonly used term</li> <li>◦ <b>antonyms</b>, which contrast words with their opposites</li> <li>◦ <b>inferences</b>, which imply meaning and help readers deduce meaning</li> </ul> </li> <li>• Teachers will collaborate to help students apply reading skills in a variety of content texts.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• use a variety of strategies, including context, structural analysis, and reference sources, for determining the meaning of unfamiliar and technical vocabulary</li> <li>• read in order to gather, organize, and restate information for written and oral presentations.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• recognize common patterns of organizing text               <ul style="list-style-type: none"> <li>◦ chronological or sequential</li> <li>◦ comparison/contrast</li> <li>◦ cause-and-effect</li> <li>◦ problem-solution</li> <li>◦ generalization or principle</li> </ul> </li> <li>• use graphic organizers to show similarities and differences in the information found in several sources about the same topic</li> <li>• use strategies and rules for summarizing, such as the following:               <ul style="list-style-type: none"> <li>◦ delete trivia and redundancy</li> <li>◦ substitute a general term for a list</li> <li>◦ find or create a main idea statement</li> </ul> </li> <li>• understand and use the references available in the classroom, school, and public libraries, including               <ul style="list-style-type: none"> <li>◦ general and specialized dictionaries</li> <li>◦ thesauruses</li> <li>◦ atlases and globes</li> <li>◦ general and specialized encyclopedias</li> <li>◦ directories</li> <li>◦ general and specialized (or subject-specific) databases</li> <li>◦ Internet resources, as appropriate for school use.</li> </ul> </li> </ul>

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

- 6.6 The student will write narratives, descriptions, and explanations.**
- a) Use a variety of planning strategies to generate and organize ideas.**
  - b) Establish central idea, organization, elaboration, and unity.**
  - c) Select vocabulary and information to enhance the central idea, tone, and voice.**
  - d) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.**
  - e) Revise writing for clarity.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will demonstrate an awareness of audience and use a process for writing as they produce narrative, descriptive, and explanatory pieces.</li> <li>• Teachers will focus direct instruction on all three domains of writing:               <ul style="list-style-type: none"> <li>◦ <b>composing</b> – the structuring and elaborating a writer does to construct an effective message for readers</li> <li>◦ <b>written expression</b> – those features that show the writer purposefully shaping and controlling language to affect readers</li> <li>◦ <b>usage/mechanics</b> – the features that cause written language to be acceptable and effective for standard discourse.</li> </ul> </li> <li>• Students will apply a process for writing, including <b>planning, drafting, revising, proofreading, editing, and publishing.</b></li> <li>• Good writing includes elaboration, i.e., use of descriptive details and examples, within sentences to give detail and depth to an idea and across paragraphs to continue the flow of an idea throughout a piece.</li> </ul> <p>CONTINUED</p>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• use prewriting strategies to select and narrow topics</li> <li>• compose with attention to               <ul style="list-style-type: none"> <li>◦ central idea</li> <li>◦ unity</li> <li>◦ elaboration</li> <li>◦ organization</li> </ul> </li> <li>• craft writing purposefully with attention to               <ul style="list-style-type: none"> <li>◦ deliberate word choice</li> <li>◦ precise information and vocabulary</li> <li>◦ sentence variety</li> <li>◦ tone and voice</li> </ul> </li> <li>• elaborate writing to continue the flow from idea to idea without interruption</li> <li>• select vocabulary and tone with awareness of audience and purpose</li> <li>• revise drafts for improvement, using teacher assistance, peer collaboration, and growing independence.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use selected prewriting techniques, such as               <ul style="list-style-type: none"> <li>◦ brainstorming</li> <li>◦ webbing</li> <li>◦ mapping</li> <li>◦ clustering</li> <li>◦ listing</li> <li>◦ organizing graphically</li> <li>◦ questioning</li> <li>◦ outlining</li> </ul> </li> <li>• elaborate to               <ul style="list-style-type: none"> <li>◦ give detail</li> <li>◦ add depth</li> <li>◦ continue the flow of an idea</li> </ul> </li> </ul> <p>CONTINUED</p>



- 6.6 The student will write narratives, descriptions, and explanations.
- Use a variety of planning strategies to generate and organize ideas.
  - Establish central idea, organization, elaboration, and unity.
  - Select vocabulary and information to enhance the central idea, tone, and voice.
  - Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
  - Revise writing for clarity.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li><b>Voice</b> shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing.</li> <li><b>Tone</b> is used to express an author’s attitude toward the topic.</li> <li>A writing process is nonlinear: returning to prewriting strategies or drafting at any point in the process may help the writer clarify and elaborate a drafted piece.</li> </ul>		<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>incorporate variety into sentences, using appropriate <ul style="list-style-type: none"> <li><b>coordination</b> – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions</li> <li><b>subordination</b> – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions</li> </ul> </li> <li>understand that revising to improve a draft includes <ul style="list-style-type: none"> <li>rereading</li> <li>reflecting</li> <li>rethinking</li> <li>rewriting.</li> </ul> </li> </ul>

- 6.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.
- Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
  - Use subject-verb agreement with intervening phrases and clauses.
  - Use pronoun-antecedent agreement to include indefinite pronouns.
  - Maintain consistent tense inflections across paragraphs.
  - Choose adverbs to describe verbs, adjectives, and other adverbs.
  - Use correct spelling for frequently used words.

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

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> <li>• capitalize <i>mom</i> and <i>dad</i> only when those titles replace names or are used as proper nouns, e.g., <i>My mom told me to go to bed, and I replied, "No, Mom, I don't want to."</i></li> <li>• punctuate and format dialogue</li> <li>• hyphenate words between syllables when they must be split at the ends of lines</li> <li>• understand the use of the apostrophe for contractions and possessives</li> <li>• maintain a consistent verb tense within sentences and throughout and across paragraphs.</li> </ul>