

OLD STANDARDS WILL BE TAUGHT AND SOL TESTED TO MASTERY 2011-2012
NEW STANDARDS WILL BE FIELD TESTED IN 2011-2012
NEW STANDARDS WILL BE TAUGHT TO MASTERY IN 2012-2013
 (new standards are in **blue** and underlined)

Nine Weeks 1 ACPS Sixth Grade English Pacing Guide 2011-12

Oral Language	Reading <i>Fiction</i>	Grammar/Writing
<p>6.2 The student will listen critically and express opinions in oral presentations.</p> <ol style="list-style-type: none"> a. Distinguish between fact and opinion. b. Compare and contrast viewpoints. c. Present a convincing argument. d. Paraphrase what is heard. e. Summarize what is heard. f. Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose. 	<p>6.3 The student will read and learn the meaning of unfamiliar words and phrases.</p> <ol style="list-style-type: none"> a. Identify word origins and derivations and inflections. (Assessed: First two Grade 6 roots. Teach use of <u>prefixes (re, semi, trans) and suffixes (ion, ly, er) to build vocabulary.</u>) <u>*The selected prefixes and suffixes are the minimum required. Please continue to use “teachable moments”</u> <u>Cognates:</u> <u>English Spanish French</u> <u>banana banana banane</u> <u>bicycle bicicleta bicyclette</u> <u>desert desierto desert</u> b. Identify analogies and figurative language. (Analogies assessed: object/action, source/product.) c. Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. d. Use word-reference materials. (Assessed: glossaries) <p>6.4 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.</p> <ol style="list-style-type: none"> a. Identify the elements of narrative structure, including setting, character, plot, conflict, and 	<p>6.6 The student will write narratives, descriptions, and explanations.</p> <ol style="list-style-type: none"> 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. <p>6.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.</p> <ol style="list-style-type: none"> a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b. Use subject-verb agreement with intervening phrases and clauses. c. Use pronoun-antecedent agreement to include indefinite pronouns. d. Maintain consistent tense inflections across paragraphs. e. Choose adverbs to describe verbs, adjectives, and other adverbs. f. Use correct spelling for frequently used

	<p>theme.</p> <ul style="list-style-type: none"> 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. 	<p>words.</p> <p>Teach writing process as described in resources below.</p> <p>Students will produce at least one finished product from the following categories each nine weeks: memoir, 3-5 poems, short story, book review, biographical sketch, essay.</p>
	<p>Suggested selections from <i>Elements of Literature</i>: “All Summer in a Day” p.42 (science fiction, setting, inference) “Just Once” p. 18 (realistic, fiction, conflict, retell) “Bud, Not Buddy” p.127 (historical fiction, inference) “Two Frogs in a Milk Vat” p.233 (folk literature, theme) “The Bracelet” p.149 (historical fiction, first-person point of view) “The Emperor’s New Clothes” p.243 (folk tale, theme, plot) “La Bamba” p.335 (plot, flashback)</p> <p>New roots subject to assessment this nine weeks: fac, fic, fact, feet form, mit, miss, mitt</p>	<p>Review ACPS Writing Curriculum Scope and Sequence for expectations related to process and skills in the VA SOL domains of composing, written expression, and usage/mechanics.</p> <p>Students will use the ACPS and VA Dept. of Ed. rubrics for writing.</p> <p>Writing Prompt 2</p>

****Please Read Understanding The Standards
Please be advised that the focus is still on the current SOLs,
but we must teach new SOLs as well.***

Nine Weeks One

Communication	Reading	Writing	Research
<p><u>6.1 The student will participate in and contribute to small-group activities</u></p> <ul style="list-style-type: none"> <u>a. Communicate as leader and contributor</u> <u>b. Evaluate own contributions to discussions</u> <u>c. Summarize and evaluate group activities</u> <u>d. Analyze the effectiveness of participant interactions</u> <p><u>6.2 The student will present, listen critically, and express opinions in oral presentations</u></p> <ul style="list-style-type: none"> <u>a. Distinguish between fact and opinion</u> <u>b. Compare and contrast viewpoints</u> <u>c. Present a convincing argument</u> <u>d. Paraphrase and summarize what is heard</u> <u>e. Use language and vocabulary appropriate to audience, topic, and purpose</u> 	<p><u>6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts</u></p> <ul style="list-style-type: none"> <u>b. Use root, cognates, affixes, synonyms, and antonyms to expand vocabulary</u> <u>c. Use context and sentence structure to determine meanings and differentiate among multiple meanings of words</u> <u>f. Extend general and specialized vocabulary through speaking, listening, reading, and writing</u> <p><u>6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry</u></p> <ul style="list-style-type: none"> <u>b. Make, confirm, and revise predictions</u> <u>e. Use prior and background knowledge as context for new learning</u> <u>h. Identify the main idea</u> <u>i. Identify and summarize supporting details</u> 	<p><u>6.7 The student will write narration, description, exposition, and persuasion</u></p> <ul style="list-style-type: none"> <u>a. Identify audience and purpose</u> <u>b. Use a variety of prewriting strategies including graphic organizers to generate and organize ideas</u> <u>c. Organize writing structure to fit mode or topic</u> <u>d. Establish a central idea and organization</u> <u>e. Compose a topic sentence or thesis statement if appropriate</u> <u>f. Write multiparagraph compositions with elaboration and unity</u> <u>i. Revise sentences for clarity of content including specific vocabulary and information</u> <u>j. Use computer technology to plan, draft, revise, edit, and publish writing</u> <p><u>6.8 The student will edit writing</u></p>	

	<p><u>j. Identify and analyze the author's use of figurative language</u></p> <p><u>k. Identify transitional words and phrases that signal an author's organizational pattern</u></p> <p><u>l. Use reading strategies to monitor comprehension throughout the reading process</u></p> <p><u>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts</u></p> <p><u>c. Identify questions to be answered</u></p> <p><u>f. Differentiate between fact and opinion</u></p> <p><u>j. Identify the author's organizational pattern</u></p> <p><u>k. Identify cause and effect relationships</u></p> <p><u>l. Use reading strategies to monitor comprehension throughout the reading process</u></p>	<p><u>for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing</u></p> <p><u>c. Use pronoun-antecedent agreement to include indefinite pronouns</u></p> <p><u>f. Use quotation marks with dialogue</u></p>	
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NEW STANDARDS WILL BE TAUGHT TO MASTERY IN 2012-2013

Nine Weeks 2 ACPS Sixth Grade English Pacing Guide 2011-12

Oral Language	Reading <i>Biography and Narrative Nonfiction</i>	Grammar/Writing
<p>6.1 The students will analyze oral presentations in small-group activities.</p> <ol style="list-style-type: none"> a. Communicate as a leader and contributor. b. Evaluate own contributions to discussion. c. Summarize and evaluate group activities. d. Analyze the effectiveness of participants' interactions. <p>6.2 The student will listen critically and express opinions in oral presentations.</p> <ol style="list-style-type: none"> a. Distinguish between fact and opinion. b. Compare and contrast viewpoints. c. Present a convincing argument. d. Paraphrase what is heard. e. Summarize what is heard. f. Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose. 	<p>6.3 The student will read and learn the meaning of unfamiliar words and phrases.</p> <ol style="list-style-type: none"> a. Identify word origins and derivations and inflections. (Assessed: First five Grade 6 roots. Teach use of <u>prefixes (ll/im/in/ir, sub, de)</u> and <u>suffixes (ate, ed, ing)</u> to build vocabulary.) <u>*The selected prefixes and suffixes are the minimum required - Please continue to use "teachable moments"</u> <u>Cognates:</u> <u>English</u> <u>Spanish</u> <u>French</u> <u>family</u> <u>familia</u> <u>famille</u> <u>paper</u> <u>papel</u> <u>papier</u> <u>memory</u> <u>la memoria</u> <u>memoire</u> b. Identify analogies and figurative language. (Analogies assessed: synonyms, antonyms. Figurative language assessed: simile, hyperbole.) c. Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. d. Use word-reference materials. (Assessed: dictionaries) <p>6.4 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.</p> <ol style="list-style-type: none"> a. Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. 	<p>6.6 The student will write <u>narratives, descriptions, and explanations.</u></p> <ol style="list-style-type: none"> 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. <p>6.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.</p> <ol style="list-style-type: none"> a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b. Use subject-verb agreement with intervening phrases and clauses. c. Use pronoun-antecedent agreement to include indefinite pronouns. d. Maintain consistent tense inflections across paragraphs. e. Choose adverbs to describe verbs, adjectives, and other adverbs. f. Use correct spelling for frequently used

	<ul style="list-style-type: none"> 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. 	<p>words.</p> <p>Teach writing process as described in resources below.</p> <p>Students will produce at least one finished product from the following categories each nine weeks: memoir, 3-5 poems, short story, book review, biographical sketch, essay.</p>
	<p>Suggested selections from <i>Elements of Literature</i>: The biography p.544 “The Brother I Never Had” p. 545 (autobiography) “Brother” p.444 (autobiographical essay) “The Mysterious Mr. Lincoln” p.545 (biography) Lincoln’s Humor p.552 “I Kept on Probing to Know” p. 387 (timeline) “Hans Christian Andersen” p.420 (main idea)</p> <p>New roots subject to assessment this nine weeks: cap, capt, cept duc, duce, duct</p>	<p>Review ACPS Writing Curriculum Scope and Sequence for expectations related to process and skills in the VA SOL domains of composing, written expression, and usage/mechanics.</p> <p>Students will use the ACPS and VA Dept. of Ed. rubrics for writing.</p> <p>NCS mentor on DOE website is helpful resource.</p> <p>Writing Prompt One</p>
<p>Resources for all three strands: http://www.portaportal.com/ Feel free to use and/or add to this portaportal to enhance your instruction.</p> <ul style="list-style-type: none"> ➤ Username: 6-8 ➤ Password: amsmms <p>http://www.doe.virginia.gov/VDOE/Instruction/Reading/mreading.html</p> <p>http://www.doe.virginia.gov/VDOE/Instruction/sol.html#english</p>		

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Nine Weeks 2

Communication	Reading	Writing	Research
<p><u>6.1 The student will participate in and contribute to small-group activities</u></p> <ul style="list-style-type: none"> a. <u>Communicate as leader and contributor</u> b. <u>Evaluate own contributions to discussions</u> c. <u>Summarize and evaluate group activities</u> d. <u>Analyze the effectiveness of participant interactions</u> <p><u>6.2 The student will present, listen critically, and express opinions in oral presentations</u></p> <ul style="list-style-type: none"> a. <u>Distinguish between fact and opinion</u> b. <u>Compare and contrast viewpoints</u> c. <u>Present a convincing argument</u> d. <u>Paraphrase and summarize what is heard</u> e. <u>Use language and vocabulary appropriate to audience, topic, and purpose</u> 	<p><u>6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts</u></p> <ul style="list-style-type: none"> b. <u>Use root, cognates, affixes, synonyms, and antonyms to expand vocabulary</u> c. <u>Use context and sentence structure to determine meanings and differentiate among multiple meanings of words</u> f. <u>Extend general and specialized vocabulary through speaking, listening, reading, and writing</u> <p><u>6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry</u></p> <ul style="list-style-type: none"> b. <u>Make, confirm, and revise predictions</u> e. <u>Use prior and background knowledge as context for new learning</u> h. <u>Identify the main idea</u> i. <u>Identify and summarize supporting details</u> j. <u>Identify and analyze the</u> 	<p><u>6.7 The student will write narration, description, exposition, and persuasion</u></p> <ul style="list-style-type: none"> a. <u>Identify audience and purpose</u> b. <u>Use a variety of prewriting strategies including graphic organizers to generate and organize ideas</u> c. <u>Organize writing structure to fit mode or topic</u> d. <u>Establish a central idea and organization</u> e. <u>Compose a topic sentence or thesis statement if appropriate</u> f. <u>Write multiparagraph compositions with elaboration and unity</u> i. <u>Revise sentences for clarity of content including specific vocabulary and information</u> j. <u>Use computer technology to plan, draft, revise, edit, and publish writing</u> <p><u>6.8 The student will edit writing for correct grammar,</u></p>	<p><u>6.9 The student will find, evaluate, and select appropriate resources for a research for a research product</u></p> <ul style="list-style-type: none"> a. <u>Collect information from multiple sources including online, print, and media</u> b. <u>Evaluate the validity and authenticity of texts</u> c. <u>Use technology as a tool to research, organize, evaluate, and communicate information</u> d. <u>Cite primary and secondary sources</u> e. <u>Define the meaning and consequences of plagiarism and follow</u> <p style="text-align: center;"><u>(Not Assessed)</u></p>

	<p><u>author's use of figurative language</u></p> <p><u>k. Identify transitional words and phrases that signal an author's organizational pattern</u></p> <p><u>l. Use reading strategies to monitor comprehension throughout the reading process</u></p> <p><u>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts</u></p> <p><u>c. Identify questions to be answered</u></p> <p><u>f. Differentiate between fact and opinion</u></p> <p><u>j. Identify the author's organizational pattern</u></p> <p><u>k. Identify cause and effect relationships</u></p> <p><u>l. Use reading strategies to monitor comprehension throughout the reading process</u></p>	<p><u>capitalization, punctuation, spelling, sentence structure, and paragraphing</u></p> <p><u>c. Use pronoun-antecedent agreement to include indefinite pronouns</u></p> <p><u>f. Use quotation marks with dialogue</u></p>	
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Nine Weeks 3 ACPS Sixth Grade English Pacing Guide 2011-2012

Oral Language	Reading <i>Informational Text</i>	Grammar/Writing
<p>6.2 The student will listen critically and express opinions in oral presentations.</p> <ol style="list-style-type: none"> a. Distinguish between fact and opinion. b. Compare and contrast viewpoints. c. Present a convincing argument. d. Paraphrase what is heard. e. Summarize what is heard. f. Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose. 	<p>6.3 The student will read and learn the meaning of unfamiliar words and phrases.</p> <ol style="list-style-type: none"> a. Identify word origins and derivations and inflections. (Assessed: First eight Grade 6 roots. Teach use of <u>prefixes (dis, mis, bi) and suffixes (al, less, s) to build vocabulary.</u>) <i>*The selected prefixes and suffixes are the minimum required. Please continue to use “teachable moments”</i> <u>Cognates:</u> <u>English Spanish French</u> <u>lesson la leccion lecon</u> <u>author el autor auteur</u> <u>music la musica musique</u> b. Identify analogies and figurative language. (Analogies assessed: part/whole, animal/habitat) c. Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. d. Use word-reference materials. (Assessed: thesauruses, online resources) <p>6.5 The student will read and demonstrate comprehension of a variety of informational selections.</p> <ol style="list-style-type: none"> a. Identify questions to be answered. b. Make, confirm, or revise predictions. 	<p>6.6 The student will write narratives, descriptions, and <u>explanations</u>.</p> <ol style="list-style-type: none"> 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. <p>6.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.</p> <ol style="list-style-type: none"> a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b. Use subject-verb agreement with intervening phrases and clauses. c. Use pronoun-antecedent agreement to include indefinite pronouns. d. Maintain consistent tense inflections across paragraphs. e. Choose adverbs to describe verbs, adjectives, and other adverbs. f. Use correct spelling for frequently used words.

	<ul style="list-style-type: none"> 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. 	<p>Teach writing process as described in resources below.</p> <p>Students will produce at least one finished product from the following categories each nine weeks: memoir, 3-5 poems, short story, book review, biographical sketch, essay.</p>
	<p>Suggested selections from <i>Elements of Literature</i>: “Understanding Features of a Magazine” p. 53 “Understanding Features of a Web Site” p. 57 “Celebrating the Quinceanera” p. 212 (main idea) “Uniform Style” p. 253 (conclusions) “Goodbye Records, Hello CDs” p. 346 “I Was Not Alone; Interview with Rosa Parks” p. 311 “Trial by Fire” p. 717 “Pet Adoption Application” p. 721</p> <p>New roots subject to assessment this nine weeks: mob, mot, mov, move pon, pos, posit spec, spect, speci, species</p>	<p>Review ACPS Writing Curriculum Scope and Sequence for expectations related to process and skills in the VA SOL domains of composing, written expression, and usage/mechanics.</p> <p>Students will use the ACPS and VA Dept. of Ed. rubrics for writing.</p> <p>Writing Prompt 3</p>

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Nine Weeks 3

Communication	Reading	Writing	Research
<p><u>6.1 The student will participate in and contribute to small-group activities</u></p> <ul style="list-style-type: none"> <u>a. Communicate as leader and contributor</u> <u>b. Evaluate own contributions to discussions</u> <u>c. Summarize and evaluate group activities</u> <u>d. Analyze the effectiveness of participant interactions</u> <p><u>6.2 The student will present, listen critically, and express opinions in oral presentations</u></p> <ul style="list-style-type: none"> <u>a. Distinguish between fact and opinion</u> <u>b. Compare and contrast viewpoints</u> <u>c. Present a convincing argument</u> <u>d. Paraphrase and summarize what is heard</u> <u>e. Use language and vocabulary appropriate to audience, topic, and purpose</u> <p><u>6.3 The student will understand the elements of media literacy</u></p>	<p><u>6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts</u></p> <ul style="list-style-type: none"> <u>b. Use root, cognates, affixes, synonyms, and antonyms to expand vocabulary</u> <u>c. Use context and sentence structure to determine meanings and differentiate among multiple meanings of words</u> <u>f. Extend general and specialized vocabulary through speaking, listening, reading, and writing</u> <p><u>6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry</u></p> <ul style="list-style-type: none"> <u>b. Make, confirm, and revise predictions</u> <u>e. Use prior and background knowledge as context for new learning</u> <u>h. Identify the main idea</u> <u>i. Identify and summarize supporting details</u> 	<p><u>6.7 The student will write narration, description, exposition, and persuasion</u></p> <ul style="list-style-type: none"> <u>a. Identify audience and purpose</u> <u>b. Use a variety of prewriting strategies including graphic organizers to generate and organize ideas</u> <u>c. Organize writing structure to fit mode or topic</u> <u>d. Establish a central idea and organization</u> <u>e. Compose a topic sentence or thesis statement if appropriate</u> <u>f. Write multiparagraph compositions with elaboration and unity</u> <u>i. Revise sentences for clarity of content including specific vocabulary and information</u> <u>j. Use computer technology to plan, draft, revise, edit, and publish writing</u> <p><u>6.8 The student will edit writing</u></p>	<p><u>6.9 The student will find, evaluate, and select appropriate resources for a research for a research product</u></p> <ul style="list-style-type: none"> <u>a. Collect information from multiple sources including online, print, and media</u> <u>b. Evaluate the validity and authenticity of texts</u> <u>c. Use technology as a tool to research, organize, evaluate, and communicate information</u> <u>d. Cite primary and secondary sources</u> <u>e. Define the meaning and consequences of plagiarism and follow (Assessed)</u>

<p><u>a. Compare and contrast auditory, visual, and written media messages</u></p> <p><u>b. Identify the characteristics and effectiveness of a variety of media messages</u></p> <p><u>c. Craft and publish audience-specific media messages</u></p>	<p><u>j. Identify and analyze the author's use of figurative language</u></p> <p><u>k. Identify transitional words and phrases that signal an author's organizational pattern</u></p> <p><u>l. Use reading strategies to monitor comprehension throughout the reading process</u></p> <p><u>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts</u></p> <p><u>c. Identify questions to be answered</u></p> <p><u>f. Differentiate between fact and opinion</u></p> <p><u>j. Identify the author's organizational pattern</u></p> <p><u>k. Identify cause and effect relationships</u></p>	<p><u>for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing</u></p> <p><u>c. Use pronoun-antecedent agreement to include indefinite pronouns</u></p> <p><u>f. Use quotation marks with dialogue</u></p>	
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Nine Weeks 4 ACPS Sixth Grade English Pacing Guide 2011-2012

Oral Language	Reading <i>Poetry and Review of 6.4, 6.5</i>	Grammar/Writing
<p>6.1 The students will analyze oral presentations in small-group activities.</p> <ul style="list-style-type: none"> a. Communicate as a leader and contributor. b. Evaluate own contributions to discussion. c. Summarize and evaluate group activities. d. Analyze the effectiveness of participants' interactions. 	<p>6.3 The student will read and learn the meaning of unfamiliar words and phrases.</p> <ul style="list-style-type: none"> a. Identify word origins and derivations and inflections. (Review and complete Grade 6 roots before SOL test. Teach use of <u>prefixes and suffixes to build vocabulary.</u>) <u>Review all studied. *The selected prefixes and suffixes are the minimum required. Please continue to use "teachable moments" Review all cognates.</u> 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. <p>6.4 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry (haiku, limerick, ballad, free verse).</p> <ul style="list-style-type: none"> 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 	<p>6.6 The student will write narratives, descriptions, and explanations.</p> <ul style="list-style-type: none"> 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. <p>6.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.</p> <ul style="list-style-type: none"> a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b. Use subject-verb agreement with intervening phrases and clauses. c. Use pronoun-antecedent agreement to include indefinite pronouns. d. Maintain consistent tense inflections across paragraphs. e. Choose adverbs to describe verbs, adjectives, and other adverbs. f. Use correct spelling for frequently used words. <p>Teach writing process as described in resources below.</p>

	<p>impact on plot.</p> <ul style="list-style-type: none"> 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. <p>(Recognize rhyme, rhythm, repetition, alliteration, onomatopoeia.)</p> <p>6.5 The student will read and demonstrate comprehension of a variety of informational selections.</p> <ul style="list-style-type: none"> 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. 	<p>Students will produce at least one finished product from the following categories each nine weeks: memoir, 3-5 poems, short story, book review, biographical sketch, essay.</p>
	<p>Suggested selections from <i>Elements of Literature</i>:</p> <p>“Collection 7” p. 619 “Elements of Poetry” p. 620 “Reading Poetry” p. 622 “The Sea” p. 623 “The Sneetches” p. 627 (rhyme, meter) “Ode to Migato” p. 637 “Haiku” p. 641 “Langston Hughes Poetry” p. 646</p> <p>New roots this nine weeks: tend, tens, tent yers, verse, versi, vert, verge</p>	<p>Review ACPS Writing Curriculum Scope and Sequence for expectations related to process and skills in the VA SOL domains of composing, written expression, and usage/mechanics.</p> <p>Students will use the ACPS and VA Dept. of Ed. rubrics for writing.</p> <p>Writing Prompt 4</p>

****Please Read Understanding The Standards***
Please be advised that the focus is still on the current SOLs,
but we must teach new SOLs as well.

Nine Weeks 4

Communication	Reading	Writing	Research
<p><u>6.1 The student will participate in and contribute to small-group activities</u></p> <ul style="list-style-type: none"> a. <u>Communicate as leader and contributor</u> b. <u>Evaluate own contributions to discussions</u> c. <u>Summarize and evaluate group activities</u> d. <u>Analyze the effectiveness of participant interactions</u> <p><u>6.2 The student will present, listen critically, and express opinions in oral presentations</u></p> <ul style="list-style-type: none"> a. <u>Distinguish between fact and opinion</u> b. <u>Compare and contrast viewpoints</u> c. <u>Present a convincing argument</u> d. <u>Paraphrase and summarize what is heard</u> e. <u>Use language and vocabulary appropriate to audience, topic, and purpose</u> 	<p><u>6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts</u></p> <ul style="list-style-type: none"> b. <u>Use root, cognates, affixes, synonyms, and antonyms to expand vocabulary</u> c. <u>Use context and sentence structure to determine meanings and differentiate among multiple meanings of words</u> f. <u>Extend general and specialized vocabulary through speaking, listening, reading, and writing</u> <p><u>6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry</u></p> <ul style="list-style-type: none"> b. <u>Make, confirm, and revise predictions</u> e. <u>Use prior and background knowledge as context for new learning</u> h. <u>Identify the main idea</u> 	<p><u>6.7 The student will write narration, description, exposition, and persuasion</u></p> <ul style="list-style-type: none"> a. <u>Identify audience and purpose</u> b. <u>Use a variety of prewriting strategies including graphic organizers to generate and organize ideas</u> c. <u>Organize writing structure to fit mode or topic</u> d. <u>Establish a central idea and organization</u> e. <u>Compose a topic sentence or thesis statement if appropriate</u> f. <u>Write multiparagraph compositions with elaboration and unity</u> i. <u>Revise sentences for clarity of content including specific vocabulary and information</u> j. <u>Use computer technology to plan, draft, revise, edit, and publish writing</u> 	<p><u>6.9 The student will find, evaluate, and select appropriate resources for a research for a research product</u></p> <ul style="list-style-type: none"> a. <u>Collect information from multiple sources including online, print, and media</u> b. <u>Evaluate the validity and authenticity of texts</u> c. <u>Use technology as a tool to research, organize, evaluate, and communicate information</u> d. <u>Cite primary and secondary sources</u> e. <u>Define the meaning and consequences of plagiarism and follow (Assessed)</u>

	<p><u>i. Identify and summarize supporting details</u> <u>j. Identify and analyze the author's use of figurative language</u> <u>k. Identify transitional words and phrases that signal an author's organizational pattern</u> <u>l. Use reading strategies to monitor comprehension throughout the reading process</u></p> <p><u>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts</u></p> <p><u>c. Identify questions to be answered</u> <u>f. Differentiate between fact and opinion</u> <u>j. Identify the author's organizational pattern</u> <u>k. Identify cause and effect relationships</u></p>	<p><u>6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing</u></p> <p><u>c. Use pronoun-antecedent agreement to include indefinite pronouns</u> <u>f. Use quotation marks with dialogue</u></p>	
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WordBuild and Morphology

The attached documents help support instruction for SOLs 6.3, 7.4, and 8.4.

Although the minimum required is outlined in the pacing guides, teachers are encouraged to embed awareness of roots, prefixes and suffixes throughout the curriculum. Use of the WordBuild program facilitates this.

Overview

Ten roots are required in grade 6. Grade 6 students will also learn and use prefixes and suffixes widely. Teachers are encouraged to post prefixes and suffixes in their rooms so that students can refer to them frequently. A sample list is attached.

Grade 7 will be responsible for 10 more roots and reviewing the work from grade 6. Students will continue to learn and use prefixes and suffixes.

Grade 8 will be responsible for 10 more roots and reviewing the work from grades 6 and 7. Students will continue to learn and use prefixes and suffixes.

Which prefixes and suffixes will we teach?

The attached list is one source that may be used.

Note that the WordBuild program recommends that students *not* be required to memorize lists of prefixes and suffixes. Rather, the prefixes and suffixes can be on display and used to build words. Teachers may also find that concentrating on a few affixes at a time helps students to retain their meaning.

How were the targeted roots selected?

Two resources were used to select roots:

1. The WordBuild program (2007 edition) has a list of the 25 most common roots of English. This same program includes the number of words that can be made from each root.
2. "Building Vocabulary: Prefixes, Roots, and Suffixes" is a document that includes 27 high-utility roots and was obtained from the UVA website.

Key instructional issue

Instead of having students simply learn the definitions of the roots, have them use and manipulate the word parts in meaningful ways. The WordBuild program is one resource already in the schools, and other resources also offer suggestions such as building vocabulary trees and using graphic organizers. The Virginia Department of Education website also has ideas.

What is the breakdown for the pacing guides?

The benchmark tests may assess any roots that have already been taught. The chart below shows how the new roots are spread out through the year.

Nine weeks	Roots
Grade 6	
1	2
2	3
3	3
4	2
Grade 7	
1	Review 6 th grade list
2	4
3	4
4	2
Grade 8	
1	Review 6 th & 7 th grade lists
2	4
3	4
4	2

	Roots	Definition	Example Words	# Words
1	cap, capt, cept	to hold or seize; take, have, or contain	accept, accepts, accepting, accepted, capacity, capsule[sci] capture, except, intercept [PE], interaction [ss], caption[ss]	109
2	duc, duce, duct	to lead, pull,bring, or guide	con'duct, conduct(s), conductor[music/band], conducted, conducting, educate, introduce, product[math/ss], reduce[math], deduct[ss], introduction [Eng] deduce[Eng.ss],subduction[sci]	102
3	fac, fic, fact, fect	to make, or to do	effect, fact, factual[reading], affect(s)(ed)(ing), beneficial, factory[ss], fiction[Eng], manufacture[ss], rarefaction[sci]	129
4	form	shape, appearance, or arrangement	form[sci], forms, formal, formula[sci], inform(s)[read/Eng], reform(ed)(ing), uniform[PE], formula[sci], information[all], transformation[ss,sci]	92
5	mit, miss, mitt	send, throw, or put	admit(s), admission, commission,commit(s) committee, missile[sci], mission, omit, permit[ss], missal[ss]	119
6	mob, mot, mov, move	to move	automobile(s), commotion, emotion[Eng,read], emotional, mobile, motion[sci], motor, remote, promote[sci]	104
7	pon, pos, posit	to place, to put	compose[Eng], composer(s)[music/band], composition[Eng, art], expose, opponent[PE], pose, position, deposit[ss], decompose[sci], deposition[ss]	137
8	spec, spect, speci, species	to see or look; appearance, regard	aspect(s), inspect(ed)(ing), inspection, respect,(ful), special, species[sci], prospect[ss], spectator[ss], perspective[Eng], specific	101
9	tend, tens, tent	to stretch; to offer	attend(ed)(ing)(s), attention, extend, intend, pretend, tense [Eng], tent, tentative[ss]	100
10	vers, verse, versi, vert, verge	turn; metrical form	conversation(s), conversion[sci], convert(ed)[sci], invert[math], reverse, reversible, verify[ss], advertise[ss], invertebrate[sci], universal[sci], diverse[sci]	132