



**WJCC Student Standards and Objectives/VDOE English Standards of Learning
Curriculum Instruction Map: Reading/Language Arts: Grade 6**

* denotes assessment point

| STRANDS (ORGANIZING CONCEPTS) | Specific Curriculum Objectives and Formative Assessment Points | Specific Curriculum Objectives and Formative Assessment Points | Specific Curriculum Objectives and Formative Assessment Points | Specific Curriculum Objectives and Formative Assessment Points |
|-------------------------------------|---|--|--|--|
| QUARTERS | 1 st | 2 nd | 3 rd | 4 th |
| Oral Language | <p>WJCC ORAL PRESENTATION EXPECTATION: During the year, students will be given opportunities for preparing and delivering an oral presentation; evaluate with WJCC checklist</p> <p>6.1- Analyze Oral Participation – a, b, c, d a. communicate as leader and contributor b. evaluate own contributions c. summarize and evaluate group activities d. analyze the effectiveness of participant interactions</p> | 6.1 a, b, c, d | <p style="text-align: center;">6.1 a, b, c, d</p> <p>6.2 Listen and Present Oral Presentation – a, b, c, d, e, f a. distinguish between fact/opinion b. compare and contrast viewpoint c. present a convincing argument d. paraphrase what is heard e. summarize what is heard f. use grammatically correct language and vocabulary</p> | <p style="text-align: center;">6.1 a, b, c, d</p> <p style="text-align: center;">6.2 Listen and Present Oral Presentations –</p> |

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| <p>Reading</p> | <p>Genre: Fiction</p> <p>6.3 – Read and Learn Meanings of Unfamiliar Words and Phrases - *a, *c, *d Word Parts, Analogies, Figurative Language, Word Reference Materials, Context clues a. identify word origins, derivations, and inflections c. use context and sentence structure to determine meanings and differentiate among multiple meaning of words d. use word-reference materials</p> <p>6.4 - Read and Demonstrate Comprehension of Fiction *a, *b, *e, *f, *g, *h Personal Essay, Vocabulary a. identify the elements of narrative structure... setting, character, plot, conflict, theme b. use knowledge of narrative structures e. describe cause-effect relationships and effect on plot g. explain how character and plot development are used ... h. paraphrase and summarize main points...</p> | <p>Genre: Non-Fiction/Research</p> <p>6.3 - Read and Learn Meanings of Unfamiliar Words and Phrases *a,* c, *d Word Parts, Word Reference Materials, Context Clues</p> <p>6.4 – Read and Demonstrate Comprehension of Fiction *a, *b, *e, *f, *g, *h Focus: Setting, Characterization, Conflict, Plot, Theme f. use information stated...to draw conclusions and make inferences</p> | <p>Genre: Poetry</p> <p>6.3 - Read and Learn Meanings of Unfamiliar Words and Phrases *a, *b, *c, *d Analogies, Figurative language b. identify analogies and figurative language</p> <p>6.4 - - Read and Demonstrate Comprehension of Poetry *a, *b,* c, *d, *e, *f, *g, *h Poetic Forms: Haiku, Limerick, Ballard, Free Verse b. use knowledge poetic structures c. describe the images created by language d. describe how word choice and imagery contribute...</p> | <p>Genre: Literature/Drama</p> <p>6.3 - Read and Learn Meanings of Unfamiliar Words and Phrases Word Parts, Analogies, Figurative Language, Word Reference Materials, Context Clues</p> <p>SOL TESTED: A, B, C, D</p> <p>6.4 -Read and Demonstrate Comprehension of Literature/Drama Setting, Characterization, Conflict, Plot, Theme</p> <p>SOL TESTED: A-H</p> |

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| <p>Reading (cont.)</p> | <p>WJC Addition: (Textbook Unit)</p> <ul style="list-style-type: none"> • Table of Contents • Chapter Headings • Subtitles • Index • Glossary | <p>6.5 Read and Comprehend Informational Text (Textbook, Mini Unit, Newspapers, Magazines, Internet and other Informational Resources, etc.) *a, *b, *c, *d, *e, *f,* g (collaborative effort with content teachers)</p> <ol style="list-style-type: none"> a. identify questions to be answered b. make, confirm, or revise predictions c. use context to determine meanings... d. draw conclusions and make inferences... e. organize the main idea and details to form a summary f. compare and contrast information... g. select informational sources appropriate for a given purpose <p>WJCC Addition: (Textbook Unit)</p> <ul style="list-style-type: none"> • Table of Contents • Chapter Headings • Subtitles • Index • Glossary | <p>6.5 Read and Comprehend Informational Text (Newspapers, Magazines, Internet and other Informational Resources, etc.) *a, *b, *c, *d, *e, *f,* g (collaborative effort with content teachers)</p> <p>WJCC Addition: (Textbook Unit)</p> <ul style="list-style-type: none"> • Table of Contents • Chapter Headings • Subtitles • Index • Glossary | <p>6.5 Read and Comprehend Informational Text (Newspapers, Magazines, Internet and other Informational Resources, etc.)</p> <p>SOL TESTED: A-G</p> <p>WJCC Addition: (Textbook Unit)</p> <ul style="list-style-type: none"> • Table of Contents • Chapter Headings • Subtitles • Index • Glossary |

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| <p>Writing</p> | <p>HANDWRITING EXPECTATION: Require that all assignments be written in cursive.</p> <p>6.6 – Develop Sentence Structure and Paragraphs *a, *b, *e Writing Process – POWERS</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 e. revise writing for clarity <p>Five-Paragraph Essay: Fictional Narrative</p> | <p>HANDWRITING EXPECTATION: Require that all assignments be written in cursive.</p> <p>6.6 Write Descriptions a, b, c, d, e</p> <ul style="list-style-type: none"> 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 <p>Five-Paragraph Essay: Expository</p> | <p>HANDWRITING EXPECTATION: Require that all assignments be written in cursive</p> <p>6.6 Write Narratives- *a, *b, *c, *d, *e</p> <p>Five-Paragraph Essay: Descriptive</p> | <p>HANDWRITING EXPECTATION: Require that all assignments be written in cursive</p> <p>6.6 Write Explanations a, b, c, d, e</p> <p>Five-Paragraph Essay: Sequential</p> |

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| | <p>6.7 Edit Writing - Grammar, Capitalization, Punctuation, Spelling, Sentence Structure – *a, *b, *c, *f a. use a variety of graphic organizers, such as sentence diagrams, <u>to analyze and improve sentence formation and paragraph structure.</u> b. use subject-verb agreement Nouns - common, Proper, possessive (singular, plural) Verbs - tenses (past, present, future), irregular, subject-verb agreement, (singular, plural) – coordinating c. use pronoun-antecedent agreement to include indefinite pronouns d. maintain consistent tense inflections across paragraphs f. use correct spelling</p> | <p>6.7 Edit Writing – Grammar, Capitalization, Punctuation, Spelling, Sentence Structure – *a, *b, *c, *d, *e,*f a. use a variety of graphic organizers, such as sentence diagrams, <u>to analyze and improve sentence formation and paragraph structure.</u> b. use subject-verb agreement with intervening phrases and clauses Nouns - common, proper, possessive(singular, plural) Verbs - Tenses (past, present, future), irregular, Subject - verb agreement, (singular, plural) Prepositions – common, prepositional phrases Conjunctions – coordinating Pronouns – subject, object, possessive, antecedents, indefinite e. choose adverbs to describe verbs, adjectives, and other adverbs</p> | <p>6.7 Edit Writing – Grammar, Capitalization, Punctuation, Spelling, Sentence Structure – *a, *b, *c, *d, *e,*f a use a variety of graphic organizers such as sentence diagrams, <u>to analyze and improve sentence formation and paragraph structure.</u> b. use subject-verb agreement with intervening phrases and clauses Interjections - Adjectives – proper, comparative, superlatives Adverbs – comparative, superlatives</p> <p>Writing to a WJC Prompt – 3/11</p> | <p>6.7 Edit Writing – Grammar, Capitalization, Punctuation, Spelling, Sentence Structure – *a, *b, *c, *d, *e,*f</p> |