

Ongoing Topics Taught throughout Year

Skills	Standards of Learning	Possible Resources:
Unfamiliar words and phrases	6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts. a) Identify word origins and derivations. b) Use roots, affixes, synonyms, and antonyms to expand vocabulary. c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. d) Identify and analyze the construction and impact of figurative language. e) Use word-reference materials. *f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	Discuss during daily reading stories HMH Into Literature HMH Into Literature Grammar Practice Grade 6 Holt/McDougal Literature Textbook
Grammar	*6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. a) Use subject-verb agreement with intervening phrases and clauses. b) Use pronoun-antecedent agreement to include indefinite pronouns. c) Maintain consistent verb tense across paragraphs. d) Eliminate double negatives. e) Use quotation marks with dialogue. f) Choose adverbs to describe verbs, adjectives, and other adverbs. g) Use correct spelling for frequently used words. h) Use subordinating and coordinating conjunctions.	Review grammar questions daily to evaluate and understand correct usage Use shared Google Docs on Chromebooks for simultaneous teacher feedback during writing assignments
Research	*6.9 The student will find, evaluate, and select appropriate resources to create a research product. a) Formulate and revise questions about a research topic. b) Collect and organize information from multiple sources. c) Evaluate and analyze the validity and credibility of sources. d) Cite primary and secondary sources. e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information. f) Demonstrate ethical use of the Internet.	Utilize the internet, including the research databases provided by school libraries, to investigate elements of literature Differentiate primary and secondary sources in non-fiction texts

Quarter 1 – Elements of Fiction (According to the VDOE, all strands should be integrated.)

Strategies/Skills/ Focus	Standards of Learning	Possible Resources:
Elements of Fiction	6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry. a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. b) Describe cause and effect relationships and their impact on plot. c) Explain how an author uses character development to drive conflict and resolution. d) Differentiate between first and third person point-of-view. e) Describe how word choice and imagery contribute to the meaning of a text. f) Draw conclusions and make inferences using the text for support. g) Identify the characteristics of a variety of genres. h) Identify and analyze the author's use of figurative language. i) Compare/contrast details in literary and informational nonfiction texts. j) Identify transitional words and phrases that signal an author's organizational pattern. k) Use reading strategies to monitor comprehension throughout the reading process.	HMH Into Literature HMH Into Literature Grammar Practice Grade 6 Holt/McDougal Literature Textbook Novels (refer to 6th grade list)
Writing	6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing. a) Engage in writing as a recursive process. b) Choose audience and purpose. c) Use a variety of prewriting strategies to generate and organize ideas. d) Organize writing to fit mode or topic. e) Write narratives to include characters, plot, setting, and point of view. f) Establish a central idea incorporating evidence and maintaining an organized structure. g) Compose a thesis statement for expository and persuasive writing. h) Write multi-paragraph compositions with elaboration and unity. i) Use transition words and phrases. j) Select vocabulary and information to enhance the central idea, tone, and voice. k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. l) Revise writing for clarity of content including specific vocabulary and information.	HMH Into Literature Grammar Practice Grade 6 HMH Writable Quill 6.2 The student will create multimodal presentations that effectively communicate ideas. Examples include, but are not limited to: http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/online_writing/writing_prompts/gr_8_writing_prompts.pdf

Quarter 2 – Non Fiction (According to the VDOE, all strands should be integrated.)		
Reading Strategies/Skills/Focus	Standards of Learning	Possible Resources:
Elements of Nonfiction	6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Skim materials using text features such as type, headings, and graphics to predict and categorize information. b) Identify main idea. c) Summarize supporting details. d) Create an objective summary including main idea and supporting details. e) Draw conclusions and make inferences based on explicit and implied information. f) Identify the author's organizational pattern(s). g) Identify transitional words and phrases that signal an author's organizational pattern. h) Differentiate between fact and opinion. i) Identify cause and effect relationships. j) Analyze ideas within and between selections providing textual evidence. k) Use reading strategies to monitor comprehension throughout the reading process.	HMH Into Literature Holt/McDougal Literature Textbook Nonfiction trade books (refer to 6th grade list) Optional online reading and comprehension resources for current events, history, science and other non-fiction texts. (refer to 6th grade list)
Writing	6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing. a) Engage in writing as a recursive process. b) Choose audience and purpose. c) Use a variety of prewriting strategies to generate and organize ideas. d) Organize writing to fit mode or topic. e) Write narratives to include characters, plot, setting, and point of view. f) Establish a central idea incorporating evidence and maintaining an organized structure. g) Compose a thesis statement for expository and persuasive writing. h) Write multi-paragraph compositions with elaboration and unity. i) Use transition words and phrases. j) Select vocabulary and information to enhance the central idea, tone, and voice. k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. l) Revise writing for clarity of content including specific vocabulary and information.	HMH Writable 6.2 The student will create multimodal presentations that effectively communicate ideas. Examples include, but are not limited to: http://www.doe.virginia.gov/testing/standards_docs/english/2010/online_writing/writing_prompts/gr_8_writing_prompts.pdf

Quarter 3 – Fiction and Non Fiction (According to the VDOE, all strands should be integrated.)

Reading Strategies/Skills/Focus	Standards of Learning	Possible Resources:
Elements of Fiction and Nonfiction	6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry. a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. b) Describe cause and effect relationships and their impact on plot. c) Explain how an author uses character development to drive conflict and resolution. d) Differentiate between first and third person point-of-view. e) Describe how word choice and imagery contribute to the meaning of a text. f) Draw conclusions and make inferences using the text for support. g) Identify the characteristics of a variety of genres. h) Identify and analyze the author's use of figurative language. i) Compare/contrast details in literary and informational nonfiction texts. j) Identify transitional words and phrases that signal an author's organizational pattern. k) Use reading strategies to monitor comprehension throughout the reading process. 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Skim materials using text features such as type, headings, and graphics to predict and categorize information. b) Identify main idea. c) Summarize supporting details. d) Create an objective summary including main idea and supporting details. e) Draw conclusions and make inferences based on explicit and implied information. f) Identify the author's organizational pattern(s). g) Identify transitional words and phrases that signal an author's organizational pattern. h) Differentiate between fact and opinion. i) Identify cause and effect relationships. j) Analyze ideas within and between selections providing textual evidence. k) Use reading strategies to monitor comprehension throughout the reading process.	HMH Into Literature Holt/McDougal Literature Textbook Nonfiction trade books (refer to 6th grade list) Optional online reading and comprehension resources for current events, history, science and other non-fiction texts. (refer to 6th grade list) Focus on paired passages with a variety of texts (fiction, nonfiction, and poetry)

Quarter 4 – Cumulative Review (According to the VDOE, all strands should be integrated)		
Elements of Fiction and Non-fiction Writing Communication Vocabulary	6.4a-e, 6.5a-j -Demonstrate comprehension of fictional texts and use word analysis strategies*(via Test Blue Print) 6.4a-e, 6.6a-j -Demonstrate comprehension of nonfiction texts and use word analysis strategies* (via Test Blue Print) 6.3 The student will determine the purpose of media messages and examine how they are constructed. a) Compare and contrast techniques used in a variety of media messages. b) Identify the characteristics and effectiveness of a variety of media messages. c) Interpret information presented in diverse media formats and explain how it contributes to the topic. d) Craft and publish audience-specific media messages.	Possible Resources: HMH Into Literature HMH Into Literature Grammar Practice Grade 6 Holt/McDougal Literature Textbook Novels (refer to 6th grade list) HMH Writeable