

# Grade 6 Honors English Pacing Guide



**2018 -  
2019**

**Waynesboro Public  
Schools**  
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Waynesboro, Virginia 22980  
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## Course Overview

Honors English 6 applies an American Studies approach in teaching language arts to TAG and high ability sixth graders. In pursuing the English 6 S.O.L.s, the class focuses on significant periods, developments and themes in United States history. Where appropriate, the chronologically arranged units include contemporary updates to reveal current applications of historical issues. Operating at a fast pace, the course cultivates higher order reasoning and critical thinking; it makes frequent use of inquiry strategies and varied resources; it utilizes content and processes, and requires products and assessments specifically created to challenge this special student population.

## Introduction, classroom set-up

**Time Frame: August 7 - 17**

**Overview/Content Focus:** In the first week+ of the class, the emphasis will be on establishing expectations, routines, procedures, and materials necessary for smooth and high level functioning of Honors English 6. Students will set up notebooks and begin first word study, grammar, and writing activities. They will be required to gather and bring to class daily all required materials, including non-periodical pleasure reading.

## Related S.O.L.s and Essential Knowledge

In word study assignment,

- 6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.**
- b) Use roots, cognates, 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 figurative language.**

**To be successful with this standard, students are expected to**

- use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound *audience, auditory, audible*).
- identify Latin and Greek roots of common English words as clues to the meaning.
- use context (e.g., the overall meaning of a sentence or paragraph; a word's function in a sentence) as a clue to the meaning.

In the initial writing assignments,

- 6.7 The student will write ... persuasion.**
- a) Identify audience and purpose.**
  - b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.**
  - c) Organize writing structure to fit mode or topic.**
  - d) Establish a central idea and organization.**
  - e) Compose a topic sentence or thesis statement if appropriate.**
  - g) Select vocabulary and information to enhance the central idea, tone, and voice.**
  - i) Revise sentences for clarity of content including specific vocabulary and information.**

**To be successful with this standard, students are expected to**

- develop the topic using relevant facts, definitions, details, quotations, and/or examples.
- establish and maintain a formal style of writing when appropriate.
- provide an appropriate conclusion for the purpose and mode of writing.
- identify audience and purpose for any piece of writing.
- use selected prewriting techniques, such as:
  - brainstorming;
  - webbing;
  - mapping;

clustering;  
listing;  
organizing graphically;  
questioning; and  
outlining.

- write using descriptive details.

In the initial persuasive writing assignments and in on-going grammar study,

**6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling... sentence structure**

- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.**
- h) Use correct spelling for frequently used words.**

**To be successful with this standard, students are expected to**  
use complete sentences with appropriate punctuation.

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**Activities/Assignments/Assessments/Resources**

Word study/ vocabulary notebook set-up; word study lesson; short persuasive writing assignments

**Beginnings of America****Time Frame: August 20- September 14****Unit Overview/Content Focus:**

In this unit, students will use narrative and graphic materials, primary and secondary historical documents, a fictional simulation, and historical novel to understand the reasons why the American colonies revolted from Great Britain and to see how Revolutionary events impacted and were influenced by citizens with differing opinions on the conflict. In examining various resources, they will make predictions, draw inferences, and reach conclusions about authors', artists', and characters' purposes and points of view in the conflict. They will read, discuss, and write about a novel set in the revolutionary period. In a linking of past events to present controversies, students will participate in a multi-phase research/ debate/ writing project inspired by plot developments in the novel.

Word study lessons will focus on building root knowledge and enhancing vocabulary development.

Grammar instruction will build on students' knowledge of basic parts of speech, correct sentence structures, and paragraph construction.

Unit-related writing assignments will strengthen students' facility with identifying main ideas and using summarizing techniques, working with graphic organizers, gathering and crediting information, and crafting effective persuasive pieces.

**Related S.O.L.s and Essential Knowledge**

During the reading, writing, and discussion assignments based on the revolutionary era novel,

**6.1 The student will participate in and contribute to small-group activities.****a) Communicate as leader and contributor.**

**To be successful with this standard, students are expected to**

ensure that all group members participate in the exchange of information.

use strategies that contribute to the discussion.

relate and retell information.

restate briefly and critically the main idea(s) or theme(s) discussed within a group.

use active listening to focus on what is said and what is implied.

summarize what is heard.

retain and rethink ideas based on what is heard.

infer and assimilate new ideas.

As part of the reading/ writing/debate project,

**6.2 The student will present, listen critically, and express opinions in oral presentations.****a) Distinguish between fact and opinion.****b) Compare and contrast viewpoints.****c) Present a convincing argument.****d) Paraphrase and summarize what is heard.****e) Use language and vocabulary appropriate to audience, topic, and purpose.**

**To be successful with this standard, students are expected to**

- take notes to record facts/opinions or differing viewpoints.

- organize convincing arguments to include:

facts;

statistics;

examples; and

logical reasoning.

- paraphrase or summarize what others have said.

- plan and deliver an oral presentation, using the following steps:

determine topic and purpose;  
identify the intended audience;  
gather information;  
organize the information;  
use multimedia to clarify presentation information;  
choose vocabulary appropriate to topic, purpose, and audience;  
phrase with grammatically correct language; and  
practice delivery.

- use strategies for summarizing, such as the following:  
delete trivial and redundant information;  
substitute a general term for a list; and  
find or create a main idea statement.

In on-going word study assignments and in the reading of the revolutionary era novel,

**6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.**

- a) Identify word origins and derivations.**
- b) Use roots, cognates, 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 figurative language.**
- e) Use word-reference materials.**
- f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.**

**To be successful with this standard, students are expected to**

- use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound *audience, auditory, audible*).
- identify Latin and Greek roots of common English words as clues to the meaning.
- separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating *poly* from *polygon* and *phone* from *telephone* to predict the meaning of *polyphony*.
- recognize common antonyms and synonyms.
- notice relationships among inflected words, such as *proceed* and *procession* or *internal* and *internalization*.
- use context (e.g., the overall meaning of a sentence or paragraph; a word's function in a sentence) as a clue to the meaning.
- use context clues to determine meanings of unfamiliar words in text, such as:  
examples;  
restatements; and  
contrast.
- consult word reference materials (e.g., dictionaries, glossaries, thesauruses, both print and online) to find the pronunciation of a word or determine or clarify its meaning.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.

In the novel reading and writing assignments,

**6.5 The student will read and demonstrate comprehension of a variety of fictional texts**

- b) Make, confirm, and revise predictions.**
- c) Describe how word choice and imagery contribute to the meaning of a text.**
- d) Describe cause and effect relationships and their impact on plot.**
- e) Use prior and background knowledge as context for new learning.**

- f) **Use information in the text to draw conclusions and make inferences.**
- h) **Identify the main idea.**
- i) **Identify and summarize supporting details.**
- k) **Identify transitional words and phrases that signal an author's organizational pattern.**
- l) **Use reading strategies to monitor comprehension throughout the reading process.**

- recognize an author's tone including serious, humorous, objective, and personal.
- use strategies for summarizing, such as graphic organizers.

In the research/writing/debate project,

**6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.**

- b) **Use prior knowledge and build additional background knowledge as context for new learning.**
- e) **Draw conclusions and make inferences based on explicit and implied information.**
- f) **Differentiate between fact and opinion.**
- g) **Identify main idea.**
- h) **Summarize supporting details.**
- i) **Compare and contrast information about one topic, which may be contained in different selections.**

**To be successful with this standard, students are expected to**

- give evidence from the text to support conclusions.
- identify clue words and phrases that help unlock meaning of unfamiliar and technical terms.
- comprehend and record details and/or facts in order to arrive at a conclusion, inference, or generalization.
- recognize that a fact is something that can be proven, while an opinion is a personal feeling.
- determine a central idea of a text and recognize how details support that idea.
- use graphic organizers to show similarities and differences in the information found in several sources about the same topic.
- use strategies and rules for summarizing, such as the following:
  - delete trivia and redundancy;
  - substitute a general term for a list; and
  - find or create a main idea statement.
- summarize the text without providing a personal opinion.
- compare and contrast similar information across several texts.

In the research/writing/debate project,

**6.7 The student will write ... persuasion.**

- a) **Identify audience and purpose.**
- b) **Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.**
- c) **Organize writing structure to fit mode or topic.**
- d) **Establish a central idea and organization.**
- e) **Compose a topic sentence or thesis statement if appropriate.**
- g) **Select vocabulary and information to enhance the central idea, tone, and voice.**
- i) **Revise sentences for clarity of content including specific vocabulary and information.**
- j) **Use computer technology to revise, edit, and publish writing.**

**To be successful with this standard, students are expected to**

- develop the topic using relevant facts, definitions, details, quotations, and/or examples.

- use transitional words or phrases to connect parts of sentences in order to:
    - show relationships between ideas;
    - signal a shift or change in the writer's thoughts;
    - signal levels of importance;
    - suggest a pattern of organization; and
    - make sentences clearer.
  - establish and maintain a formal style of writing when appropriate.
  - provide an appropriate conclusion for the purpose and mode of writing.
  - identify audience and purpose for any piece of writing.
  - use selected prewriting techniques, such as:
    - brainstorming;
    - webbing;
    - mapping;
    - clustering;
    - listing;
    - organizing graphically;
    - questioning; and
    - outlining.
  - write using descriptive details.
  - elaborate to:
    - give detail;
    - add depth; and
    - continue the flow of an idea.
  - write an effective thesis statement focusing, limiting, or narrowing the topic.
  - differentiate between a thesis statement and a topic sentence.
  - understand that revising to improve a draft includes:
    - rereading;
    - reflecting;
    - rethinking; and
    - rewriting.
- use available computer technology to enhance the writing process.

In on-going grammar study and in writing assignments,

**6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**

- 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.
- g) Choose adverbs to describe verbs, adjectives, and other adverbs.
- h) Use correct spelling for frequently used words.

**To be successful with this standard, students are expected to**

- use complete sentences with appropriate punctuation.
- correctly use the apostrophe for contractions and possessives.
- maintain a consistent verb tense within sentences and throughout and across paragraphs.

In the research, writing, and debate assignment,

**6.9 The student will find, evaluate, and select appropriate resources for a research product.**

- a) Collect information from multiple sources including online, print, and media.

- b) Evaluate the validity and authenticity of texts.
- c) Use technology as a tool to research, organize, evaluate, and communicate information.
- d) Cite primary and secondary sources.
- e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

**To be successful with this standard, students are expected to**

- evaluate the validity and authenticity of texts, using questions, such as:
  - Does the source appear in a reputable publication?
  - Is the source free from bias?
  - Does the writer have something to gain from his opinion?
  - Does the information contain facts for support?
  - Is the same information found in more than one source?
- prevent plagiarism and its consequences by giving credit to authors when idea and/or words are used in research.
- differentiate between a primary and secondary source.
- provide a list of sources using a standard form for documenting primary and secondary sources.

In unit activities and assignments,

**STANDARD USI.1 a, b, c, d, e, f, g, h**

**The student will develop skills for historical and geographical analysis, including the ability to**

- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;
- b) make connections between the past and the present;
- d) interpret ideas and events from different historical perspectives;
- e) evaluate and discuss issues orally and in writing;

**STANDARD USI.6a**

**The student will demonstrate knowledge of the causes and results of the American Revolution by**

- a) identifying the issues of dissatisfaction that led to the American Revolution.

**STANDARD USII.1 e,**

**The student will demonstrate skills for historical and geographical analysis, including the ability to**

- e) evaluate and discuss issues orally and in writing;

**STANDARD CE.1 a, b, c, d, e, f, g**

**The student will develop the social studies skills citizenship requires, including the ability to**

- a) examine and interpret primary and secondary source documents;
- c) analyze ... pictures and other graphic media;
- d) distinguish between relevant and irrelevant information;
- e) review information for accuracy, separating fact from opinion;
- f) identify a problem... and recommend solutions;
- g) select and defend positions in writing, discussion, and debate.

**Activities/Assignments/Assessments/Resources**

simulation; primary document picture comparison/contrast; novel reading, discussion, and summary assignments; research/debate/writing project; expository writings; word study; grammar assignments

**Resources**

Primary and secondary sources; articles; novel



**The Wild West****Time Frame: September 17 – November 20****Unit Overview/Content Focus:**

The Wild West Unit is organized as a learning contract, focused on nineteenth century “domestication” of the wilderness, and on the mythical legacies of the American frontier. A range of reading, writing, research, speaking, and creative assignments illuminate the historical highlights and allow students to explore non-fiction research and fiction reading accounts of the real and imagined events, heroes, and heroines of the Wild West.

Our language is rich with words and idioms—many of Spanish derivation—that have their roots in the American West. For much of the unit’s time span, vocabulary study and use of word reference materials reflect the frontier experience. The West-inspired vocabulary aids students’ comprehension in their reading of a West-inspired novel and serves as this unit’s “update” feature.

Students will continue their study of composition and grammar, with emphasis on the use of adverbs, pronouns, direct objects, and compound sentences.

**Related S.O.L.s and Essential Knowledge**

In the contract’s wagon train adventure,

**6.1 The student will participate in and contribute to 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

**To be successful with this standard, students are expected to**

- ensure that all group members participate in the exchange of information.
- use strategies that contribute to the discussion.
- receive and understand feedback from the others.
- pose and respond to questions.
- relate and retell information.
- restate briefly and critically the main idea(s) or theme(s) discussed within a group.
- use active listening to focus on what is said and what is implied.
- summarize what is heard.
- retain and rethink ideas based on what is heard.
- infer and assimilate new ideas.
- use a checklist and/or rubric to evaluate the participation of self and others.

In the unit introduction,

**6.3 The student will understand the elements of media literacy.**

- a) Compare and contrast auditory, visual, and written media messages.
- b) Identify the characteristics and effectiveness of a variety of media messages.

**To be successful with this standard, students are expected to**

- deconstruct and compare/contrast several types of media messages.

In on-going word study work, in the Vocabulary From the Wild West assignments, in the reading of the Wild West novel, and in the Wild West myth reading and writing assignment,

**6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.**

- a) Identify word origins and derivations.

- b) Use roots, cognates, 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 figurative language.
  - e) Use word-reference materials.
  - f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

To be successful with this standard, students are expected to

- use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound *audience*, *auditory*, *audible*).
- identify Latin and Greek roots of common English words as clues to the meaning.
- separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating *poly* from *polygon* and *phone* from *telephone* to predict the meaning of *polyphony*.
- recognize common antonyms and synonyms.
- notice relationships among inflected words, such as *proceed* and *procession* or *internal* and *internalization*.
- use context (e.g., the overall meaning of a sentence or paragraph; a word’s function in a sentence) as a clue to the meaning.
- use context clues to determine meanings of unfamiliar words in text, such as:
  - examples;
  - restatements; and
  - contrast.
- identify figurative language in text, including:
  - simile** – figures of speech that use the words *like* or *as* to make comparisons;
  - hyperbole** – intentionally exaggerated figures of speech; and
  - metaphor** – a comparison equating two or more unlike things without using “like” or “as.”
- consult word reference materials (e.g., dictionaries, glossaries, thesauruses, both print and online) to find the pronunciation of a word or determine or clarify its meaning.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.

In several contract activities—e.g., article reading and writing assignment, text structure analysis, novel survey and novel reading and writing, myth reading and writing—

**6.5 The student will read and demonstrate comprehension of a variety of fictional texts [and] narrative nonfiction**

- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- b) Make, confirm, and revise predictions.
- c) Describe how word choice and imagery contribute to the meaning of a text.
- d) Describe cause and effect relationships and their impact on plot.
- e) Use prior and background knowledge as context for new learning.
- f) Use information 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) Identify the main idea.
  - i) Identify and summarize supporting details.
  - j) Identify and analyze the author’s use of figurative language.

- k) **Identify transitional words and phrases that signal an author's organizational pattern.**
- l) **Use reading strategies to monitor comprehension throughout the reading process.**

**To be successful with this standard, students are expected to**

- understand setting as time and place.
- understand plot as:
  - the development of the central conflict and resolution;
  - the sequence of events in the story; and
  - the writer's map for what happens, how it happens, to whom it happens, and when it happens.
- understand that character traits are revealed by:
  - what a character says;
  - what a character thinks;
  - what a character does; and
  - how other characters respond to the character.
- determine a central idea or theme of a fictional text and how it is developed through specific details.
- understand internal and external conflicts in stories, including:
  - internal conflicts within characters;
  - external conflicts between characters; and
  - changes in characters as a result of conflicts and resolutions in the plot.
- describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution.
- use strategies for summarizing, such as graphic organizers.
- use graphic organizers to record plot elements that illustrate cause and effect relationships and plot development.
- use graphic organizers to record changes in characters as a result of incidents in the plot.
- use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues.
- analyze author's use of figurative language.
- identify how transitional words signal an author's organization such as words indicating time, cause and effect, or indicating more information.

In the article reading and text structure analysis activities and in Men and Women of the West research,

**6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.**

- a) **Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts.**
- b) **Use prior knowledge and build additional background knowledge as context for new learning.**
- c) **Identify questions to be answered.**
- d) **Make, confirm, or revise predictions.**
- e) **Draw conclusions and make inferences based on explicit and implied information.**
- f) **Differentiate between fact and opinion.**
- g) **Identify main idea.**
- h) **Summarize supporting details.**
- i) **Compare and contrast information about one topic, which may be contained in different selections.**
- j) **Identify the author's organizational pattern.**

- k) **Identify cause and effect relationships.**
- l) **Use reading strategies to monitor comprehension throughout the reading process.**

**To be successful with this standard, students are expected to**

- activate prior knowledge before reading by use of, but not limited to:
  - small-group or whole-class discussion;
  - anticipation guides; and
  - preview of key vocabulary
- pose questions prior to and during the reading process based on text structures, such as:
  - boldface and/or italics type;
  - type set in color;
  - vocabulary;
  - graphics or photographs; and
  - headings and subheadings.
- use specific and helpful clues in the context, including:
  - definitions** – which define words within the text;
  - signal words** – which alert readers that explanations or examples follow;
  - direct explanations** – which explain terms as they are introduced;
  - synonyms** – which provide a more commonly used term;
  - antonyms** – which contrast words with their opposites; and
  - inferences** – which imply meaning and help readers deduce meaning.
- give evidence from the text to support conclusions.
- identify common patterns of organizing text including:
  - chronological or sequential;
  - comparison/contrast;
  - cause and effect;
  - problem-solution; and
  - generalization or principle.
- predict and then read to validate or revise the prediction(s).
- identify clue words and phrases that help unlock meaning of unfamiliar and technical terms.
- comprehend and record details and/or facts in order to arrive at a conclusion, inference, or generalization.
- recognize that a fact is something that can be proven, while an opinion is a personal feeling.
- determine a central idea of a text and recognize how details support that idea.
- use graphic organizers to show similarities and differences in the information found in several sources about the same topic.
- use strategies and rules for summarizing, such as the following:
  - delete trivia and redundancy;
  - substitute a general term for a list; and
  - find or create a main idea statement.
- summarize the text without providing a personal opinion.
- compare and contrast similar information across several texts.

In Wild West Contract activities—e.g., novel mid-point and final writing; myth writing—

**6.7 The student will write narration, description, and exposition**

- a) **Identify audience and purpose.**

- b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
- c) Organize writing structure to fit mode or topic.
- d) Establish a central idea and organization.
- e) Compose a topic sentence or thesis statement if appropriate.
- f) Write multi-paragraph compositions with elaboration and unity.
- g) Select vocabulary and information to enhance the central idea, tone, and voice.
- h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- i) Revise sentences for clarity of content including specific vocabulary and information.
- j) Use computer technology to plan, draft, revise, edit, and publish writing.

**To be successful with this standard, students are expected to**

- develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives.
- engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
- write using strategies such as definition, classification comparison/contrast, and cause/effect.
- include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when appropriate.
- develop the topic using relevant facts, definitions, details, quotations, and/or examples.
- use transitional words or phrases to connect parts of sentences in order to:
  - show relationships between ideas;
  - signal a shift or change in the writer's thoughts;
  - signal levels of importance;
  - suggest a pattern of organization; and
  - make sentences clearer.
- establish and maintain a formal style of writing when appropriate.
- provide an appropriate conclusion for the purpose and mode of writing.
- identify audience and purpose for any piece of writing.
- use selected prewriting techniques, such as:
  - brainstorming;
  - webbing;
  - mapping;
  - clustering;
  - listing;
  - organizing graphically;
  - questioning; and
  - outlining.
- write using descriptive details.
  - elaborate to:
    - give detail;
    - add depth; and
    - continue the flow of an idea.

- write an effective thesis statement focusing, limiting, or narrowing the topic.
- differentiate between a thesis statement and a topic sentence.
- write more than one paragraph on any central theme or topic demonstrating elaboration, coherence, and unity.
- incorporate variety into sentences, using appropriate:
  - modifier** – an adjective, an adverb, or a phrase or clause
  - acting** as an adjective or adverb;
  - coordination** – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions; and
  - subordination** – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions.

understand that revising to improve a draft includes:

rereading;  
 reflecting;  
 rethinking; and  
 rewriting.

- use available computer technology to enhance the writing process.

In on-going grammar study and in Wild West Contract activities—e.g., article reading and writing, myth writing—

**6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**

- 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 verb tense across paragraphs.**
- Eliminate double negatives.**
- Use quotation marks with dialogue.**
- Choose adverbs to describe verbs, adjectives, and other adverbs.**
- Use correct spelling for frequently used words.**

**To be successful with this standard, students are expected to**

- use complete sentences with appropriate punctuation.
- avoid comma splices and fused sentences.
- avoid using coordinating conjunctions at the beginning of a sentence (e.g., and, so).
- diagram sentences with phrases and clauses.
- use singular verbs with singular subjects and plural verbs with plural subjects (e.g., *The driver of the bus aware of children drives very carefully. The students in the class discuss many topics.*)
- use reference sources to select the correct spelling and usage of words such as *their, there, and they're*.
- punctuate and format dialogue.
- correctly use the apostrophe for contractions and possessives.
- maintain a consistent verb tense within sentences and throughout and across paragraphs.
- eliminate double negatives.
- correctly use quotation marks in dialogue.

In Wild West Contract activities—e.g., Men and Women of the West—

- 6.9 The student will find, evaluate, and select appropriate resources for a research product.**
- a) **Collect information from multiple sources including online, print, and media.**
  - b) **Evaluate the validity and authenticity of texts.**
  - c) **Use technology as a tool to research, organize, evaluate, and communicate information.**
  - d) **Cite primary and secondary sources.**
  - e) **Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.**

**To be successful with this standard, students are expected to**

understand and use the online, print, and media references available in the classroom, school, and public

libraries, including:

general and specialized dictionaries;  
thesauruses and glossaries;  
general and specialized encyclopedias;  
directories;  
general and specialized (or subject-specific) databases; and  
Internet resources, as appropriate for school use.

evaluate the validity and authenticity of texts, using questions, such as:

Does the source appear in a reputable publication?  
Is the source free from bias?  
Does the writer have something to gain from his opinion?  
Does the information contain facts for support?  
Is the same information found in more than one source?

prevent plagiarism and its consequences by giving credit to authors when idea and/or words are used in research.

differentiate between a primary and secondary source.

provide a list of sources using a standard form for documenting primary and secondary sources.

In contract activities,

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**STANDARD USI.8a**

**The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by**

- a) **describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.**

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**STANDARD USII.4a**

**The student will demonstrate knowledge of how life changed after the Civil War by**

- a) **identifying the reasons for westward expansion, including its impact on American Indians.**

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**Activities/Assignments/Assessments/Resources**

Grammar study, word study continue in this unit. The Wild West Contract includes various reading, research, writing, presentation, simulation, vocabulary and video assignments.

**Unit Overview/Content Focus:**

Through fictionalized historical interviews, through fiction and non-fiction video materials, and through novel reading and writing assignments, students will review the causes, progress, and human toll of the American Civil War.

Word study, composition and grammar work will continue; the latter will particularly stress correct usage of prepositions.

The concept of community service and student activism will be introduced with the Goodness Project assignment.

**Related S.O.L.s and Essential Knowledge**

Through on-going word study assignments,

**6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.**

- a) Identify word origins and derivations.
- b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
- c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

**To be successful with this standard, students are expected to**

use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound *audience, auditory, audible*).

identify Latin and Greek roots of common English words as clues to the meaning.

- separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating *poly* from *polygon* and *phone* from *telephone* to predict the meaning of *polyphony*.
- recognize common antonyms and synonyms.
- notice relationships among inflected words, such as *proceed* and *procession* or *internal* and *internalization*.
- use context (e.g., the overall meaning of a sentence or paragraph; a word's function in a sentence) as a clue to the meaning.
- use context clues to determine meanings of unfamiliar words in text, such as:
  - examples;
  - restatements; and
  - contrast.

Through reading and writing assignments based on fictionalized historical interviews and reading and writing assignments based on a Civil War novel,

**6.5 The student will read and demonstrate comprehension of a variety of fictional texts...**

- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- b) Make, confirm, and revise predictions.
- c) Describe how word choice and imagery contribute to the meaning of a text.
- d) Describe cause and effect relationships and their impact on plot.
- e) Use prior and background knowledge as context for new learning.
- f) Use information 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) Identify the main idea.
- i) Identify and summarize supporting details.
- j) Identify and analyze the author's use of figurative language.
- k) Identify transitional words and phrases that signal an author's organizational pattern.
- l) Use reading strategies to monitor comprehension throughout the reading process.

**To be successful with this standard, students are expected to**



- understand setting as time and place.
- understand plot as:
  - the development of the central conflict and resolution;
  - the sequence of events in the story; and
  - the writer’s map for what happens, how it happens, to whom it happens, and when it happens.
- understand that character traits are revealed by:
  - what a character says;
  - what a character thinks;
  - what a character does; and
  - how other characters respond to the character.
- determine a central idea or theme of a fictional text and how it is developed through specific details.
- understand internal and external conflicts in stories, including:
  - internal conflicts within characters;
  - external conflicts between characters; and
  - changes in characters as a result of conflicts and resolutions in the plot.
- describe how a fictional plot is often episodic, and how characters develop
  - as the plot moves toward a resolution.
- notice an author’s craft, including use of :
  - language patterns;
  - sentence variety;
  - vocabulary;
  - imagery; and
  - figurative language.
- recognize an author’s use of:
  - simile** – figures of speech that use the words *like* or *as* to make comparisons;
  - hyperbole** – intentionally exaggerated figures of speech; and
  - metaphor** – a figure of speech that makes a comparison equating two or more unlike things without using “like” or “as.”
- recognize an author’s tone including serious, humorous, objective, and personal.
- use graphic organizers to record plot elements that illustrate cause and effect relationships and plot development.
- use graphic organizers to record changes in characters as a result of incidents in the plot.
- use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues.
- analyze author’s use of figurative language.
- identify how transitional words signal an author’s organization such as words indicating time, cause and effect, or indicating more information.

In the fictionalized historical interviews and writing assignment and in the reading and writing assignments on the Civil War novel,

6.7

**The student will write ... description [and] exposition**

- a) **Identify audience and purpose.**
- b) **Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.**
- c) **Organize writing structure to fit mode or topic.**
- d) **Establish a central idea and organization.**
- e) **Compose a topic sentence or thesis statement if appropriate.**

- g) **Select vocabulary and information to enhance the central idea, tone, and voice.**
- h) **Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.**
- i) **Revise sentences for clarity of content including specific vocabulary and information.**
- j) **Use computer technology to revise, edit, and publish writing.**

**To be successful with this standard, students are expected to**

- write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
  - write using strategies such as definition, classification comparison/contrast, and cause/effect.
  - develop the topic using relevant facts, definitions, details, quotations, and/or examples.
  - use transitional words or phrases to connect parts of sentences in order to:
    - show relationships between ideas;
    - signal a shift or change in the writer's thoughts;
    - signal levels of importance;
    - suggest a pattern of organization; and
    - make sentences clearer.
  - establish and maintain a formal style of writing when appropriate.
  - provide an appropriate conclusion for the purpose and mode of writing.
  - identify audience and purpose for any piece of writing.
  - use selected prewriting techniques, such as:
    - brainstorming;
    - webbing;
    - mapping;
    - clustering;
    - listing;
    - organizing graphically;
    - questioning; and
    - outlining.
  - write using descriptive details.
  - elaborate to:
    - give detail;
    - add depth; and
    - continue the flow of an idea.
  - write an effective thesis statement focusing, limiting, or narrowing the topic.
  - differentiate between a thesis statement and a topic sentence.
  - write more than one paragraph on any central theme or topic demonstrating elaboration, coherence, and unity.
  - incorporate variety into sentences, using appropriate:
    - modifier** – an adjective, an adverb, or a phrase or clause  
      - [acting](#) as an adjective or adverb;
    - coordination** – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions; and
    - subordination** – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions.
- understand that revising to improve a draft includes:
- rereading;

reflecting;  
rethinking; and  
rewriting.

- use available computer technology to enhance the writing process.

In on-going grammar study and in writing assignments based on fictionalized historical interviews and novel reading,

**6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**

- 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 verb tense across paragraphs.**
- e) Eliminate double negatives.**
  
- g) Choose adverbs to describe verbs, adjectives, and other adverbs.**
- h) Use correct spelling for frequently used words.**

**To be successful with this standard, students are expected to**

- use complete sentences with appropriate punctuation.
- avoid comma splices and fused sentences.
- avoid using coordinating conjunctions at the beginning of a sentence (e.g., and, so).
- diagram sentences with phrases and clauses.
  
- correctly use the apostrophe for contractions and possessives.
- maintain a consistent verb tense within sentences and throughout and across paragraphs.
- eliminate double negatives.

In unit activities,  
**STANDARD USI.9a**

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**The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by**  
**a) describing the cultural, economic, and constitutional issues that divided the nation.**

**STANDARD USI.9f**

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**The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by**  
**f) describing the effects of war from the perspectives of Union and Confederate soldiers...**

**Activities/Assignments/Assessments/Resources**

Reading, interpretation, writing assignment on fictionalized interviews; reading, writing assignments, analysis of literary elements in novel; on-going grammar and word study assignments; Goodness Project.

Resources include reprints, novel, video and still prompts, word study and grammar materials.

**Civil Rights****Time Frame: January 2 – March 8****Unit Overview/Content Focus:**

In this unit, students trace the African-American experience from the Civil War era to the present, using still and video images, biographies, and written and oral assignments. The major undertaking of the unit entails reading, analyzing, and comparing and contrasting (both in writing and in an oral presentation) biographies of the lives, obstacles faced, and contributions made by two prominent black Americans whose accomplishments come from different fields of endeavor. In addition to on-going word study and grammar work (emphasizing indirect objects, appositives, and linking verbs), students will complete a series of practices on analogies and spelling (the latter in conjunction with classroom, grade level, and school spelling bees).

**Related S.O.L.s and Essential Knowledge**

In the video analysis and writing assignment, and in the biography reading, writing and presentation assignment,

**6.2 The student will present, listen critically, and express opinions in oral presentations.**

- a) **Distinguish between fact and opinion.**
- b) **Compare and contrast viewpoints.**
- c) **Present a convincing argument.**
- d) **Paraphrase and summarize what is heard.**
- e) **Use language and vocabulary appropriate to audience, topic, and purpose.**

**To be successful with this standard, students are expected to**

take notes to record facts/opinions or differing viewpoints.

organize convincing arguments to include:

- facts;
- statistics;
- examples; and
- logical reasoning.

paraphrase or summarize what others have said.

plan and deliver an oral presentation, using the following steps:

- determine topic and purpose;
- identify the intended audience;
- gather information;
- organize the information;
- use multimedia to clarify presentation information;
- choose vocabulary appropriate to topic, purpose, and audience;
- phrase with grammatically correct language; and
- practice delivery.

use strategies for summarizing, such as the following:

- delete trivial and redundant information;
- substitute a general term for a list; and
- find or create a main idea statement.

In on-going word study, in biography reading, writing, and presentation assignments, and in examining key terms from the history of the Civil Rights Movement,

**6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.**

- **Identify word origins and derivations.**
- b) **Use roots, cognates, 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 figurative language.**
- e) **Use word-reference materials.**
- f) **Extend general and specialized vocabulary through speaking, listening, reading, and writing.**

**To be successful with this standard, students are expected to**

- use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound *audience, auditory, audible*).
- identify Latin and Greek roots of common English words as clues to the meaning.
- separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating *poly* from *polygon* and *phone* from *telephone* to predict the meaning of *polyphony*.
- recognize common antonyms and synonyms.
- notice relationships among inflected words, such as *proceed* and *procession* or *internal* and *internalization*.
- use context (e.g., the overall meaning of a sentence or paragraph; a word’s function in a sentence) as a clue to the meaning.
- recognize word relationships, such as:
  - synonyms – small: little;
  - antonyms – up: down;
  - object/action – ear: hear;
  - source/product – tree: lumber;
  - part/whole – paw: dog; and
  - animal/habitat – bee: hive.
- use context clues to determine meanings of unfamiliar words in text, such as:
  - examples;
  - restatements; and
  - contrast.
- consult word reference materials (e.g., dictionaries, glossaries, thesauruses, both print and online) to find the pronunciation of a word or determine or clarify its meaning.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.

In completing analogy practices, the biography reading, writing, and presentation assignment, and during subsequent reading and writing assignments based on the Civil Rights movements,

**6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.**

- a) **Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts.**
- b) **Use prior knowledge and build additional background knowledge as context for new learning.**
- c) **Identify questions to be answered.**
- d) **Make, confirm, or revise predictions.**
- e) **Draw conclusions and make inferences based on explicit and implied information.**
- f) **Differentiate between fact and opinion.**
- g) **Identify main idea.**
- h) **Summarize supporting details.**
- i) **Compare and contrast information about one topic, which may be contained in different selections.**
- j) **Identify the author’s organizational pattern.**
- k) **Identify cause and effect relationships.**
- l) **Use reading strategies to monitor comprehension throughout the reading process.**

**To be successful with this standard, students are expected to**

- activate prior knowledge before reading by use of, but not limited to:  
small-group or whole-class discussion;  
anticipation guides; and  
preview of key vocabulary
- pose questions prior to and during the reading process based on text structures, such as:  
boldface and/or italics type;  
type set in color;  
vocabulary;  
graphics or photographs; and  
headings and subheadings.
- use specific and helpful clues in the context, including:  
**definitions** – which define words within the text;  
**signal words** – which alert readers that explanations or examples follow;  
**direct explanations** – which explain terms as they are introduced;  
**synonyms** – which provide a more commonly used term;  
**antonyms** – which contrast words with their opposites; and  
**inferences** – which imply meaning and help readers deduce meaning.
- give evidence from the text to support conclusions.
- identify common patterns of organizing text including:  
chronological or sequential;  
comparison/contrast;  
cause and effect;  
problem-solution; and  
generalization or principle.
- predict and then read to validate or revise the prediction(s).
- identify clue words and phrases that help unlock meaning of unfamiliar and technical terms.
- comprehend and record details and/or facts in order to arrive at a conclusion, inference, or generalization.
- recognize that a fact is something that can be proven, while an opinion is a personal feeling.
- determine a central idea of a text and recognize how details support that idea.
- use graphic organizers to show similarities and differences in the information found in several sources about the same topic.
- use strategies and rules for summarizing, such as the following:  
delete trivia and redundancy;  
substitute a general term for a list; and  
find or create a main idea statement.
- summarize the text without providing a personal opinion.
- compare and contrast similar information across several texts.

In the biography reading, writing, and presentation assignments, and in other writings on the Civil Rights movement,

**6.7 The student will write description, exposition, and persuasion.**

**a) Identify audience and purpose.**

**b) Use a variety of prewriting strategies including graphic organizers to generate**

**and organize ideas.**

- c) Organize writing structure to fit mode or topic.**
- d) Establish a central idea and organization.**
- e) Compose a topic sentence or thesis statement if appropriate.**
- f) Write multi-paragraph compositions with elaboration and unity.**
- g) Select vocabulary and information to enhance the central idea, tone, and voice.**
- h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.**
- i) Revise sentences for clarity of content including specific vocabulary and information.**
- j) Use computer technology to plan, draft, revise, edit, and publish writing.**

**To be successful with this standard, students are expected to**

- write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
- write using strategies such as definition, classification comparison/contrast, and cause/effect.
- include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when appropriate.
- develop the topic using relevant facts, definitions, details, quotations, and/or examples.
- use transitional words or phrases to connect parts of sentences in order to:
  - show relationships between ideas;
  - signal a shift or change in the writer's thoughts;
  - signal levels of importance;
  - suggest a pattern of organization; and
  - make sentences clearer.
- establish and maintain a formal style of writing when appropriate.
- provide an appropriate conclusion for the purpose and mode of writing.
- identify audience and purpose for any piece of writing.
- use selected prewriting techniques, such as:
  - brainstorming;
  - webbing;
  - mapping;
  - clustering;
  - listing;
  - organizing graphically;
  - questioning; and
  - outlining.
- write using descriptive details.
- elaborate to:
  - give detail;
  - add depth; and
  - continue the flow of an idea.
- write an effective thesis statement focusing, limiting, or narrowing the topic.
- differentiate between a thesis statement and a topic sentence.
- write more than one paragraph on any central theme or topic demonstrating elaboration, coherence, and unity.
- incorporate variety into sentences, using appropriate:
  - modifier** – an adjective, an adverb, or a phrase or clause
  - [acting](#) as an adjective or adverb;
  - coordination** – joining words, phrases, clauses, or sentences

by using appropriate coordinating conjunctions; and  
**subordination** – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions.

- understand that revising to improve a draft includes:
  - rereading;
  - reflecting;
- use available computer technology to enhance the writing process.

In on-going grammar work, in spelling practices, and in writing assignments in the Civil Rights unit,

**6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**

- 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 verb tense across paragraphs.**
- Eliminate double negatives.**
- Use quotation marks with dialogue.**
- Choose adverbs to describe verbs, adjectives, and other adverbs.**
- Use correct spelling for frequently used words.**

**To be successful with this standard, students are expected to**

- use complete sentences with appropriate punctuation.
- avoid comma splices and fused sentences.
- avoid using coordinating conjunctions at the beginning of a sentence (e.g., and, so).
- diagram sentences with phrases and clauses.
- use singular verbs with singular subjects and plural verbs with plural subjects (e.g., *The driver of the bus aware of children drives very carefully. The students in the class discuss many topics.*)
- use reference sources to select the correct spelling and usage of words such as *their, there, and they're*.
- use first person pronouns appropriately in compound subjects and objects (e.g., *John and I went to the store. Mother gave presents to Jim and me.*).
- recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- correctly use the apostrophe for contractions and possessives.
- maintain a consistent verb tense within sentences and throughout and across paragraphs.
- eliminate double negatives.

In the biography reading, writing, and presentation assignment,

**6.9 The student will find, evaluate, and select appropriate resources for a research product.**

- Collect information from multiple sources including online, print, and media.**
- Evaluate the validity and authenticity of texts.**
- Use technology as a tool to research, organize, evaluate, and communicate information.**
- Cite primary and secondary sources.**
- Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.**

**To be successful with this standard, students are expected to**



- understand and use the online, print, and media references available in the classroom, school, and public libraries, including:
  - general and specialized dictionaries;
  - thesauruses and glossaries;
  - general and specialized encyclopedias;
  - directories;
  - general and specialized (or subject-specific) databases; and
  - Internet resources, as appropriate for school use.
- evaluate the validity and authenticity of texts, using questions, such as:
  - Does the source appear in a reputable publication?
  - Is the source free from bias?
  - Does the writer have something to gain from his opinion?
  - Does the information contain facts for support?
  - Is the same information found in more than one source?
- prevent plagiarism and its consequences by giving credit to authors when idea and/or words are used in research.
- differentiate between a primary and secondary source.
- provide a list of sources using a standard form for documenting primary and secondary sources.

In unit activities,

**STANDARD USII.4c**

**The student will demonstrate knowledge of how life changed after the Civil War by**

- c) **describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South.**

**STANDARD USII.8d**

**The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by**

- d) **describing the changing patterns of society, including expanded educational and economic opportunities for ... minorities.**

**STANDARD USII.9a**

**The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by**

- a) **examining the Civil Rights Movement ...**

**Activities/Assignments/Assessments/Resources**

Activities are based on fiction and non-fiction print, pictorial, and film sources. Students will complete in-class and out-of-class reading, writing, research, and biography presentation assignments.

On-going word study, vocabulary, analogy, spelling, and grammar work will continue.

**Poetry****Time Frame: March 11 – March 22****Unit Overview/Content Focus:**

This unit is organized as a learning contract and requires students to create and submit poetry notebooks. Contract assignments include review of general and specific poetry terminology; written analyses of selected poems by noted American poets; writing of original poems; and oral sharing of student-selected poems and researched biographical information about poets, plus self- and peer-evaluation of the presentations. Attention is also devoted to vocabulary, word study, grammar, and poetry-related S.O.L. practices.

**Related S.O.L.s and Essential Knowledge**

In one assignment in the poetry contract,

**6.2 The student will present, listen critically, and express opinions in oral presentations.****e) Use language and vocabulary appropriate to audience, topic, and purpose.**

- plan and deliver an oral presentation, using the following steps:
  - determine topic and purpose;
  - identify the intended audience;
  - gather information;
  - organize the information;
  - use multimedia to clarify presentation information;
  - choose vocabulary appropriate to topic, purpose, and audience;
  - phrase with grammatically correct language; and
  - practice delivery.

In the poetry contract as well as in on-going word study,

**6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.**

- a) Identify word origins and derivations.
- b) Use roots, cognates, 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 figurative language.
- e) Use word-reference materials.
- f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

**To be successful with this standard, students are expected to**

- use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound *audience, auditory, audible*).
- identify Latin and Greek roots of common English words as clues to the meaning.
- separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating *poly* from *polygon* and *phone* from *telephone* to predict the meaning of *polyphony*.
- recognize common antonyms and synonyms.
- notice relationships among inflected words, such as *proceed* and *procession* or *internal* and *internalization*.
- use context (e.g., the overall meaning of a sentence or paragraph; a word's function in a sentence) as a clue to the meaning.
- use context clues to determine meanings of unfamiliar words in text, such as:
  - examples;
  - restatements; and
  - contrast.

- identify figurative language in text, including:
  - simile** – figures of speech that use the words *like* or *as* to make comparisons;
  - hyperbole** – intentionally exaggerated figures of speech; and
  - metaphor** – a comparison equating two or more unlike things without using “like” or “as.”
- consult word reference materials (e.g., dictionaries, glossaries, thesauruses, both print and online) to find the pronunciation of a word or determine or clarify its meaning.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.

During the poetry contract,

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

- c) Describe how word choice and imagery contribute to the meaning of a text.
- e) Use prior and background knowledge as context for new learning.
- f) Use information in the text to draw conclusions and make inferences.

**h)**

**Identify the main idea.**

- i) Identify and summarize supporting details.
- j) Identify and analyze the author’s use of figurative language.
- l) Use reading strategies to monitor comprehension throughout the reading process.

**To be successful with this standard, students are expected to**

- notice an author’s craft, including use of :
  - language patterns;
  - vocabulary;
  - imagery; and
  - figurative language.
- recognize an author’s use of:
  - simile** – figures of speech that use the words *like* or *as* to make comparisons;
  - hyperbole** – intentionally exaggerated figures of speech; and
  - metaphor** – a figure of speech that makes a comparison equating two or more unlike things without using “like” or “as.”
- recognize poetic forms, including:
  - haiku** – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature;
  - limerick** – a 5-line, rhymed, rhythmic verse, usually humorous;
  - ballad** – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain; and
  - free verse** – poetry with neither regular meter nor rhyme scheme.
- recognize poetic elements in prose and poetry, including:
  - rhyme** – recurring identical or similar final word sounds within or at the ends of lines of verse, e.g., *farm/harm*;
  - rhythm** – the recurring pattern of strong and weak syllabic stresses;
  - repetition** – repeated use of sounds, words, or ideas for effect and emphasis;
  - alliteration** – repetition of initial sounds, e.g., *picked a peck of pickled peppers*; and
  - onomatopoeia** – the use of a word whose sound suggests its meaning, e.g., *buzz*.
- recognize an author’s tone including serious, humorous, objective, and personal.

- analyze author's use of figurative language.

In grammar study and in assignments in the poetry contract,

**6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**

- 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.**
  - a) Use pronoun-antecedent agreement to include indefinite pronouns.**
  - b) Maintain consistent verb tense across paragraphs.**
  - c) Eliminate double negatives.**
  - g) Choose adverbs to describe verbs, adjectives, and other adverbs.**
  - h) Use correct spelling for frequently used words.**

**To be successful with this standard, students are expected to**

- use complete sentences with appropriate punctuation.
- avoid comma splices and fused sentences.
- avoid using coordinating conjunctions at the beginning of a sentence (e.g., and, so).
- diagram sentences with phrases and clauses.
- use singular verbs with singular subjects and plural verbs with plural subjects (e.g., *The driver of the bus aware of children drives very carefully. The students in the class discuss many topics.*)
- use reference sources to select the correct spelling and usage of words such as *their, there, and they're*.
- use first person pronouns appropriately in compound subjects and objects (e.g., *John and I went to the store. Mother gave presents to Jim and me.*).
- recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- correctly use the apostrophe for contractions and possessives.
- maintain a consistent verb tense within sentences and throughout and across paragraphs.
- eliminate double negatives.

**Activities/Assignments/Assessments/Resources**

The poetry contract will include a review of key terminology; analyses of collected poems; writing and illustration of original poems; presentation of a selected poem and information about the poet. Resources will include print, graphic, internet, and video sources. Word study and grammar review will continue.

**Organizing Modern America****Time Frame: April 1 – April 19****Unit Overview**

Through readings, writings, videos, hands-on, creative, and extension activities, students see the ways in which various elements were interconnected in shaping the development of industrialized America.

Word study and grammar assignments continue during the unit.

**Related S.O.L.s and Essential Knowledge**

As part of the work on invention assignments,

**6.1 The student will participate in and contribute to 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.**

**To be successful with this standard, students are expected to**

- ensure that all group members participate in the exchange of information.
- use strategies that contribute to the discussion.
- receive and understand feedback from the others.
- pose and respond to questions.
- relate and retell information.
- restate briefly and critically the main idea(s) or theme(s) discussed within a group.
- use active listening to focus on what is said and what is implied.
- summarize what is heard.
- retain and rethink ideas based on what is heard.
- infer and assimilate new ideas.

As part of the work on the invention assignments,

**6.2 The student will present, listen critically, and express opinions in oral presentations.**

- c) **Present a convincing argument.**
- e) **Use language and vocabulary appropriate to audience, topic, and purpose.**

- plan and deliver an oral presentation, using the following steps:
  - determine topic and purpose;
  - identify the intended audience;
  - gather information;
  - organize the information;
  - use multimedia to clarify presentation information;
  - choose vocabulary appropriate to topic, purpose, and audience;
  - phrase with grammatically correct language; and
  - practice delivery.

As part of the work on the invention assignments,

**6.3 The student will understand the elements of media literacy.**

- a) **Compare and contrast auditory, visual, and written media messages.**
- b) **Identify the characteristics and effectiveness of a variety of media messages.**
- c) **Craft and publish audience-specific media messages.**

**To be successful with this standard, students are expected to**

- deconstruct and compare/contrast several types of media messages.
- recognize production elements in media are composed based on audience and purpose.
- create media messages, such as public service announcements aimed at a variety of audiences with different purposes.
- integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- identify the elements of a variety of media including layout, pictures, and text features in print media; camera shots, lighting, editing, and sound in TV, radio, and film.
- access media message to compare and contrast information presented in different media and/or formats.

In on-going word study, analogy practices, and in the invention assignment and in reading assignments connected to the immigration influx in the late-19<sup>th</sup> and early 20<sup>th</sup> centuries,

**6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.**

- a) Identify word origins and derivations.**
- b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.**
- c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.**
- e) Use word-reference materials.**
- f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.**

**To be successful with this standard, students are expected to**

- use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound *audience, auditory, audible*).
- identify Latin and Greek roots of common English words as clues to the meaning.
- separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating *poly* from *polygon* and *phone* from *telephone* to predict the meaning of *polyphony*.
- recognize common antonyms and synonyms.
- notice relationships among inflected words, such as *proceed* and *procession* or *internal* and *internalization*.
- use context (e.g., the overall meaning of a sentence or paragraph; a word's function in a sentence) as a clue to the meaning.
- recognize word relationships, such as:
  - synonyms – small: little;
  - antonyms – up: down;
  - object/action – ear: hear;
  - source/product – tree: lumber;
  - part/whole – paw: dog; and
  - animal/habitat – bee: hive.
- use context clues to determine meanings of unfamiliar words in text, such as:
  - examples;
  - restatements; and contrast

- consult word reference materials (e.g., dictionaries, glossaries, thesauruses, both print and online) to find the pronunciation of a word or determine or clarify its meaning.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.

In unit reading assignments,

**6.5 The student will read and demonstrate comprehension of a variety of fictional texts.**

- b) Make, confirm, and revise predictions.**
- e) Use prior and background knowledge as context for new learning.**
- f) Use information in the text to draw conclusions and make inferences. h)**
- Identify the main idea.**
- i) Identify and summarize supporting details.**
- l) Use reading strategies to monitor comprehension throughout the reading process.**

- determine a central idea or theme of a fictional text and how it is developed through specific details.
- recognize an author's tone including serious, humorous, objective, and personal.

In unit writing assignments and projects,

**6.7 The student will write description, exposition, and persuasion.**

- a) Identify audience and purpose.**
- b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.**
- c) Organize writing structure to fit mode or topic.**
- d) Establish a central idea and organization.**
- e) Compose a topic sentence or thesis statement if appropriate.**
- g) Select vocabulary and information to enhance the central idea, tone, and voice.**
- h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.**
- i) Revise sentences for clarity of content including specific vocabulary and information.**
- j) Use computer technology to revise, edit, and publish writing.**

**To be successful with this standard, students are expected to**

- write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
- write using strategies such as definition, classification comparison/contrast, and cause/effect.
- develop the topic using relevant facts, definitions, details, quotations, and/or examples.
- use transitional words or phrases to connect parts of sentences in order to:
  - show relationships between ideas;
  - signal a shift or change in the writer's thoughts;
  - signal levels of importance;
  - suggest a pattern of organization; and
  - make sentences clearer.
- establish and maintain a formal style of writing when appropriate.
- provide an appropriate conclusion for the purpose and mode of writing.
- identify audience and purpose for any piece of writing.
- use selected prewriting techniques, such as:
  - brainstorming;

webbing;  
mapping;  
clustering;  
listing;  
organizing graphically;  
questioning; and  
outlining.

- write using descriptive details.
- elaborate to:
  - give detail;
  - add depth; and
  - continue the flow of an idea.
- write an effective thesis statement focusing, limiting, or narrowing the topic.
- differentiate between a thesis statement and a topic sentence.
- incorporate variety into sentences, using appropriate:
  - modifier** – an adjective, an adverb, or a phrase or clause  
[acting](#) as an adjective or adverb;
  - coordination** – joining words, phrases, clauses, or sentences  
by using appropriate coordinating conjunctions; and
  - subordination** – establishing the relationship between an  
independent and a dependent clause by using appropriate  
subordinate conjunctions.
- understand that revising to improve a draft includes:
  - rereading;
  - reflecting;
  - rethinking; and
  - rethinking; and
  - rewriting.
- use available computer technology to enhance the writing process.

In on-going grammar study and in unit writing assignments,

**6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**

- d) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
- e) Use subject-verb agreement with intervening phrases and clauses.
- c) Use pronoun-antecedent agreement to include indefinite pronouns.
- d) Maintain consistent verb tense across paragraphs.
- e) Eliminate double negatives.
- f) Use quotation marks with dialogue.
- g) Choose adverbs to describe verbs, adjectives, and other adverbs.
- h) Use correct spelling for frequently used words.

**To be successful with this standard, students are expected to**

- use complete sentences with appropriate punctuation.
- avoid comma splices and fused sentences.
- avoid using coordinating conjunctions at the beginning of a sentence (e.g., and, so).
- diagram sentences with phrases and clauses.
- use reference sources to select the correct spelling and usage of words such as *their*, *there*, and



*they're.*

- use first person pronouns appropriately in compound subjects and objects (e.g., *John and I went to the store. Mother gave presents to Jim and me.*).
- correctly use the apostrophe for contractions and possessives.
- maintain a consistent verb tense within sentences and throughout and across paragraphs.
- eliminate double negatives.

In unit activities,

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**STANDARD USI.8c**

**The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by**

- f) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.**

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**STANDARD USII.4b**

**The student will demonstrate knowledge of how life changed after the Civil War by**

- b) explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion.**

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**STANDARD USII.4d**

**The student will demonstrate knowledge of how life changed after the Civil War by**

- d) explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms.**

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**STANDARD USII.4e**

**The student will demonstrate knowledge of how life changed after the Civil War by**

- e) describing the impact of the Progressive Movement on child labor, working conditions, [and] the rise of organized labor.**

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**Activities/Assignments/Assessments/Resources**

Print, video, graphic, hands-on, and on-line materials plus reading, writing, and creative tasks are used to examine factors which helped America to become an industrialized nation in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.

Word study, grammar assignments, and analogy practices continue.

**Unit Overview/Content Focus:**

In this unit, students gain a perspective on America's involvement in war over more than two centuries. They then focus on World War II as a case study of conflict, courage, and commitment involving the "greatest generation." Unit highlights include dissecting an essay on war, constructing a foreign policy chart, conducting research, analyzing historical and fictionalized films, and reading World War II-era letters and a World War II memoir. During this final unit, students wrap up grammar (correct usage of adjectives, adverbs, pronouns, capitalization, punctuation), word study assignments, and complete S.O.L. practice exercises.

Additional assessments: Benchmark Test, S.O.L. reading test.

**Related S.O.L.s and Essential Knowledge**

In on-going word study assignments,

- 6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.**
- a) Identify word origins and derivations.
  - b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
  - c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
  - e) Use word-reference materials.
  - f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

**To be successful with this standard, students are expected to**

- use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *aud* – hearing, listening, or sound *audience, auditory, audible*).
- identify Latin and Greek roots of common English words as clues to the meaning.
- separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating *poly* from *polygon* and *phone* from *telephone* to predict the meaning of *polyphony*.
- recognize common antonyms and synonyms.
- notice relationships among inflected words, such as *proceed* and *procession* or *internal* and *internalization*.
- use context (e.g., the overall meaning of a sentence or paragraph; a word's function in a sentence) as a clue to the meaning.
- use context clues to determine meanings of unfamiliar words in text, such as: examples; restatements; and contrast.

In unit's film analysis,

- 6.5 The student will read and demonstrate comprehension of a variety of narrative nonfiction.**
- b) Make, confirm, and revise predictions.
  - e) Use prior and background knowledge as context for new learning.
  - f) Use information in the text to draw conclusions and make inferences.
  - h) Identify the main idea.
  - i) Identify and summarize supporting details.
  - l) Use reading strategies to monitor comprehension throughout the reading process.

**To be successful with this standard, students are expected to**

- understand setting as time and place.
- understand plot as: the development of the central conflict and resolution;

the sequence of events in the story; and  
the writer's map for what happens, how it happens, to whom it  
happens, and when it happens.

- understand that character traits are revealed by:  
what a character says;  
what a character thinks;  
what a character does; and  
how other characters respond to the character.
- use strategies for summarizing, such as graphic organizers.

In the unit's non-fiction reading assignments,

**6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.**

- c) Identify questions to be answered.**
- d) Make, confirm, or revise predictions.**
- e) Draw conclusions and make inferences based on explicit and implied information.**
- f) Differentiate between fact and opinion.**
- g) Identify main idea.**
- h) Summarize supporting details.**

**To be successful with this standard, students are expected to**

- give evidence from the text to support conclusions.
- predict and then read to validate or revise the prediction(s).
- recognize that a fact is something that can be proven, while an opinion is a personal feeling.
- determine a central idea of a text and recognize how details support that idea.
- use strategies and rules for summarizing, such as the following:  
delete trivia and redundancy;  
substitute a general term for a list; and  
find or create a main idea statement.
- summarize the text without providing a personal opinion.

In unit writing assignments,

**6.7 The student will write description, exposition, and persuasion.**

- c) Organize writing structure to fit mode or topic.**
- d) Establish a central idea and organization.**
- e) Compose a topic sentence or thesis statement if appropriate.**
- g) Select vocabulary and information to enhance the central idea, tone, and voice.**

**To be successful with this standard, students are expected to**

- write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
- develop the topic using relevant facts, definitions, details, quotations, and/or examples.
- provide an appropriate conclusion for the purpose and mode of writing.
- write using descriptive details.
- elaborate to:  
give detail;  
add depth; and  
continue the flow of an idea.
- write an effective thesis statement focusing, limiting, or narrowing the topic.

In on-going grammar study and in writing assignments,

**6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**

- b) Use subject-verb agreement with intervening phrases and clauses.
- c) Use pronoun-antecedent agreement to include indefinite pronouns.
- d) Maintain consistent verb tense across paragraphs.
- g) Choose adverbs to describe verbs, adjectives, and other adverbs.
- h) Use correct spelling for frequently used words.

**To be successful with this standard, students are expected to**

- use complete sentences with appropriate punctuation.
- avoid comma splices and fused sentences.
- avoid using coordinating conjunctions at the beginning of a sentence (e.g., and, so).
- use singular verbs with singular subjects and plural verbs with plural subjects (e.g., *The driver of the bus aware of children drives very carefully. The students in the class discuss many topics*).
- use reference sources to select the correct spelling and usage of words such as *their, there, and they're*.
- use first person pronouns appropriately in compound subjects and objects (e.g., *John and I went to the store. Mother gave presents to Jim and me.*).
- recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- choose adjectives and adverbs appropriately (e.g., *He is a good student. He does really well in all his studies*).
- capitalize language classes or classes followed by a number (e.g., French, Algebra II).
- capitalize *mom* and *dad* only when those titles replace names or are used as proper nouns (e.g., *My mom told me to go to bed, and I as proper nouns (e.g., My mom told me to go to bed, and I replied, "No, Mom, I don't want to."*).
- correctly use the apostrophe for contractions and possessives.
- maintain a consistent verb tense within sentences and throughout and across paragraphs.
- eliminate double negatives.

In the research assignment on World War II,

**6.9 The student will find, evaluate, and select appropriate resources for a research product.**

- a) Collect information from multiple sources including online, print, and media.
- b) Evaluate the validity and authenticity of texts.
- c) Use technology as a tool to research, organize, evaluate, and communicate information.

**To be successful with this standard, students are expected to**

- understand and use the online, print, and media references available in the classroom, school, and public libraries, including:
  - Internet resources, as appropriate for school use.

In unit activities,

**STANDARD USII.1a, b, c, d, e, f, g, h, i**

**The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to**

- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;
- b) make connections between the past and the present;

- c) sequence events in United States history from 1865 to the present;
- d) interpret ideas and events from different historical perspectives;
- e) evaluate and debate issues orally and in writing;

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**STANDARD USII.5a**

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The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I ...

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**STANDARD USII.7a**

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The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by

- a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor.

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**STANDARD CE.1a, b, c, d, e, f, g, h**

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The student will develop the social studies skills responsible citizenship requires, including the ability to

- a) examine and interpret primary and secondary source documents;
- c) analyze ... pictures

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**Activities/Assignments/Assessments/Resources**

Foreign policy analysis; on-line research; reading of World War II accounts; video and film sources and writing assignments.  
Grammar and word study assignments continue.  
Additional Assessment: S.O.L. Reading test

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