

6th Year at a Glance

Category 1:

Reading - The students will understand and analyze various texts from various genres.

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Making predictions, connections, inferencing, evaluating, and synthesizing information.

Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Use text evidence to summarize and paraphrase text information.

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student will recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, **religious, and diverse texts.**

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student will recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student will use critical inquiry to analyze the author's choices and how they influence and communicate meaning within various texts. The student will analyze and apply the author's craft to develop his or her products and performances.

Category 2:

Writing -

Drafting, Revising, and Editing - The student will draft, revise, and edit texts from various genres using the writing process to compose multiple texts using appropriate conventions.

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. After drafting, and revising the student will **Edit** using standard English conventions, including:

- (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments
- (ii) consistent, appropriate use of verb tenses
- (iii) conjunctive adverbs
- (iv) Prepositions and prepositional phrases and their influence on subject-verb agreement
- (v) **pronouns, including relative**
- (vi) **subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor**
- (vii) **capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations**
- (viii) **punctuation marks, including commas in complex sentences, transitions, and introductory elements**
- (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/too/two

Extended Constructed Response - The student will compose written texts with a clear: central idea or claim; coherent organization; sufficient development; supporting evidence; and effective use of language and conventions.

Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to increasingly challenging sources that are read, heard, or viewed.

Composition: listening, speaking, reading, writing, and thinking using multiple text genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful following MLA format.

-compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft

-compose multi-paragraph argumentative texts using genre characteristics and craft

-compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.