



# BEDFORD COUNTY PUBLIC SCHOOLS

## Sixth Grade Curriculum Guide

[Link to 6-8 Curriculum Framework](#)

CONTENT

FIRST NINE WEEKS

SECOND NINE WEEKS

THIRD NINE WEEKS

FOURTH NINE WEEKS

CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
<p><b>COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY</b></p> <p><b>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</b></p> <ul style="list-style-type: none"> <li>a. Participate in and contribute to discussions across content areas.</li> <li>b. Organize information to present in reports of group activities.</li> <li>c. Summarize information gathered in group activities.</li> <li>d. Communicate new ideas to others.</li> <li>e. Demonstrate the ability to collaborate with diverse teams.</li> <li>f. Demonstrate the ability to work independently.</li> </ul> <p><b>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</b></p> <ul style="list-style-type: none"> <li>a. Maintain eye contact with listeners.</li> <li>b. Use gestures to support, accentuate, and dramatize verbal message.</li> <li>c. Use facial expressions to support and dramatize verbal message.</li> <li>d. Use posture appropriate for communication setting.</li> <li>e. Determine appropriate content for audience.</li> <li>f. Organize content sequentially around major ideas.</li> <li>g. Summarize main points as they relate to main</li> </ul>	<p><b>COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY</b></p> <p><b>6.1 The student will participate in and contribute to small-group activities.</b></p> <ul style="list-style-type: none"> <li>a. Communicate as leaders and contributor.</li> <li>b. Evaluate own contributions to discussions.</li> <li>c. Summarize and evaluate group activities.</li> <li>d. Analyze the effectiveness of participants interactions.</li> </ul> <p><b>6.2 The student will present, listen critically, and express opinions in oral presentations.</b></p> <ul style="list-style-type: none"> <li>a. Distinguish between fact and opinion.</li> <li>b. Compare and contrast viewpoints.</li> <li>c. Present a convincing argument.</li> <li>d. Paraphrase and summarize what is heard.</li> <li>e. Use language and vocabulary appropriate to audience, topic, and purpose.</li> </ul>	<p><b>COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY</b></p> <p><b>7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.</b></p> <ul style="list-style-type: none"> <li>a. Communicate ideas and information orally in an organized and succinct manner.</li> <li>b. Ask probing questions to seek elaboration and clarification of ideas.</li> <li>c. Make statements to communicate agreement or tactful disagreement with others' ideas.</li> <li>d. Use language and style appropriate to audience, topic, and purpose.</li> <li>e. Use a variety of strategies to listen actively.</li> </ul> <p><b>7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages.</b></p> <ul style="list-style-type: none"> <li>a. Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.</li> <li>b. Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.</li> <li>c. Compare/contrast a speaker's verbal and nonverbal messages.</li> </ul>		



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<p>idea or supporting details.</p> <p>h. Incorporate visual media to support the presentation.</p> <p>i. Use language and style appropriate to the audience, topic, and purpose.</p> <p><b>5.3 The student will learn how media messages are constructed and for what purposes.</b></p> <p>a. Differentiate between auditory, visual, and written media messages.</p> <p>b. Identify the characteristics and effectiveness of a variety of media messages.</p> <p><b>READING</b></p> <p><b>5.4 The student will expand vocabulary when reading.</b></p> <p>a. Use context to clarify meaning of unfamiliar words and phrases.</p> <p>b. Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p> <p>c. Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>d. Identify an author's use of figurative language.</p> <p>e. Use dictionary, glossary, thesaurus, and other</p>	<p><b>6.3 The student will understand the elements of media literacy.</b></p> <p>a. Compare and contrast auditory, visual, and written media messages.</p> <p>b. Identify the characteristics and effectiveness of a variety of media messages.</p> <p>c. Craft and publish audience-specific media messages.</p> <p><b>READING</b></p> <p><b>6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.</b></p> <p>a. Identify word origins and derivations.</p> <p>b. Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.</p> <p>c. Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p> <p>d. Identify and analyze figurative language.</p> <p>e. Use word-reference materials.</p>	<p><b>7.3 The student will understand the elements of media literacy.</b></p> <p>a. Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet.</p> <p>b. Distinguish between fact and opinion, and between evidence and inference.</p> <p>c. Describe how word choice and visual images convey a viewpoint.</p> <p>d. Compare and contrast the techniques in auditory, visual, and written media messages.</p> <p>e. Craft and publish audience-specific media messages.</p> <p><b>READING</b></p> <p><b>7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.</b></p> <p>a. Identify word origins and derivations.</p> <p>b. Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.</p> <p>c. Identify and analyze figurative language.</p> <p>d. Identify connotations.</p> <p>e. Use context and sentence structure to determine meanings and differentiate among multiple meaning of words.</p>		



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<p>word-referenced materials.</p> <p>f. Develop vocabulary by listening to and reading a variety of texts.</p> <p>g. Study word meanings across content areas.</p> <p><b>5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.</b></p> <p>a. Describe the relationship between text and previously read materials.</p> <p>b. Describe character development.</p> <p>c. Describe the development of plot and explain the resolution of conflict(s).</p> <p>d. Describe the characteristics of free verse, rhymed, and patterned poetry.</p> <p>e. Describe how an author’s choice of vocabulary contributes to the author’s style.</p> <p>f. Identify and ask questions that clarify various points of view.</p> <p>g. Identify main idea.</p> <p>h. Summarize supporting details from text.</p> <p>i. Draw conclusions and make inferences from text.</p> <p>j. Identify cause and effect relationships.</p> <p>k. Make, confirm, or revise predictions.</p> <p>l. Use reading strategies throughout the reading process to monitor comprehension.</p> <p>m. Read with fluency and accuracy.</p>	<p>f. Extend general and specialized vocabulary through speaking, listening, reading, and writing.</p> <p><b>6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.</b></p> <p>a. Identify the elements of narrative structure, including setting, character plot, conflict, and theme.</p> <p>b. Make, confirm, and revise predictions.</p> <p>c. Describe how word choice and imagery contribute to the meaning of a text.</p> <p>d. Describe cause and effect relationships and their impact on plot.</p> <p>e. Use prior and background knowledge as context for new learning.</p> <p>f. Use information in the text to draw conclusions and make inferences.</p> <p>g. Explain how character and plot development are used in a selection to support a central conflict or story line.</p> <p>h. Identify the main idea.</p> <p>i. Identify and summarize supporting details.</p> <p>j. Identify and analyze the author’s use of figurative language.</p> <p>k. Identify transitional words and phrases that signal and author’s organizational pattern.</p> <p>l. Use reading strategies to monitor comprehension throughout the reading process.</p>	<p>f. Extend general and specialized vocabulary through speaking, listening, reading, and writing.</p> <p><b>7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.</b></p> <p>a. Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.</p> <p>b. Compare and contrast various forms and genres of fictional text.</p> <p>c. Identify conventional elements and characteristics of a variety of genres.</p> <p>d. Describe the impact of word choice, imagery, and literary devices including figurative language.</p> <p>e. Make, confirm, and revise predictions.</p> <p>f. Use prior and background knowledge as a context for new learning.</p> <p>g. Make inferences and draw conclusions based on the text.</p> <p>h. Identify the main idea.</p> <p>i. Summarize text relating supporting details.</p> <p>j. Identify the author’s organizational pattern.</p> <p>k. Identify cause and effect relationships.</p> <p>l. Use reading strategies to monitor comprehension throughout the reading process.</p>		



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	<p><b>5.6 The student will read and demonstrate comprehension of nonfiction texts.</b></p> <p>a. Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.</p> <p>b. Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>c. Skim materials to develop a general overview of content and to locate specific information.</p> <p>d. Identify the main idea of nonfiction texts.</p> <p>e. Summarize supporting details in nonfiction texts.</p> <p>f. Identify structural patterns found in nonfiction.</p> <p>g. Locate information to support opinions, predictions, and conclusions.</p> <p>h. Identify cause and effect relationships following transition words signaling the pattern.</p> <p>i. Differentiate between fact and opinion.</p> <p>j. Identify, compare, and contrast relationships.</p> <p>k. Identify new information gained from reading.</p> <p>l. Use reading strategies throughout the reading process to monitor comprehension.</p> <p>m. Read with fluency and accuracy.</p> <p><b>WRITING</b></p> <p><b>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</b></p> <p>a. Identify intended audience.</p> <p>b. Use a variety of prewriting strategies.</p> <p>c. Organize information to convey a central idea.</p> <p>d. Write a clear topic sentence focusing on the</p>	<p><b>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b></p> <p>a. Use text structure such as type, headings, and graphics to predict and categorize information in both print and digital texts.</p> <p>b. Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>c. Identify questions to be answered.</p> <p>d. Make, confirm, or revise predictions.</p> <p>e. Draw conclusions and make inferences based on explicit and implied information.</p> <p>f. Differentiate between fact and opinion.</p> <p>g. Identify main idea.</p> <p>h. Summarize supporting details.</p> <p>i. Compare and contrast information about one topic, which may be contained in different selections.</p> <p>j. Identify the author's organizational pattern.</p> <p>k. Identify cause and effect relationships.</p> <p>l. Use reading strategies to monitor comprehension throughout the reading process.</p> <p><b>WRITING</b></p> <p><b>6.7 The student will write narration, description, exposition, and persuasion.</b></p> <p>a. Identify audience and purpose.</p> <p>b. Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.</p> <p>c. Organize writing structure to fit mode or topic.</p>	<p><b>7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b></p> <p>a. Use prior and background knowledge as a context for new learning.</p> <p>b. Use text structures to aid comprehension.</p> <p>c. Identify an author's organizational pattern using textual clues, such as transitional words and phrases.</p> <p>d. Draw conclusions and make inferences on explicit and implied information.</p> <p>e. Differentiate between fact and opinion.</p> <p>f. Identify the source, viewpoint, and purpose of texts.</p> <p>g. Describe how word choice and language structure convey and author's viewpoint.</p> <p>h. Identify the main idea.</p> <p>i. Summarize text identifying supporting details.</p> <p>j. Identify cause and effect relationships.</p> <p>k. Organize and synthesize information for use in written formats.</p> <p>l. Use reading strategies to monitor comprehension throughout the reading process.</p> <p><b>WRITING</b></p> <p><b>7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.</b></p> <p>a. Identify intended audience.</p> <p>b. Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.</p>	



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<p>main idea.</p> <p>e. Write multi-paragraph compositions.</p> <p>f. Use precise and descriptive vocabulary to create tone and voice.</p> <p>g. Vary sentence structure by using transition words.</p> <p>h. Revise for clarity of content using specific vocabulary and information.</p> <p>i. Include supporting details that elaborate the main idea.</p> <p><b>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</b></p> <p>a. Use plural possessives.</p> <p>b. Use adjective and adverb comparisons.</p> <p>c. Identify and use interjections.</p> <p>d. Use apostrophes in contractions and possessives.</p> <p>e. Use quotation marks with dialogue.</p> <p>f. Use commas to indicate interrupters.</p> <p>g. Use a hyphen to divide words at the end of a line.</p> <p>h. Edit for fragments and run-on sentences.</p> <p>i. Eliminate double negatives.</p> <p>j. Use correct spelling of commonly used words.</p> <p>k. Identify and use conjunctions.</p>	<p>d. Establish a central idea and organization.</p> <p>e. Compose a topic sentence or thesis statement if appropriate.</p> <p>f. Write multi-paragraph compositions with elaboration and unity.</p> <p>g. Select vocabulary and information to enhance the central idea, tone, and voice.</p> <p>h. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.</p> <p>i. Revise sentences for clarity of content including specific vocabulary and information.</p> <p>j. Use computer technology to plan, draft, revise, edit, and publish writing.</p> <p><b>6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</b></p> <p>a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.</p> <p>b. Use subject-verb agreement with intervening phrases and clauses.</p> <p>c. Use pronoun-antecedent agreement to include indefinite pronouns.</p> <p>d. Maintain consistent verb tense across paragraphs.</p> <p>e. Eliminate double negatives.</p> <p>f. Use quotation marks with dialogue.</p> <p>g. Choose adverbs to describe verbs, adjectives, and other adverbs.</p>	<p>c. Organize writing structure to fit mode or topic.</p> <p>d. Establish a central idea and organization.</p> <p>e. Compose a topic sentence or thesis statement.</p> <p>f. Write multi-paragraph compositions with unity elaborating the central idea.</p> <p>g. Select vocabulary and information to enhance the central idea, tone, and voice.</p> <p>h. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.</p> <p>i. Use clauses and phrases for sentence variety.</p> <p>j. Revise sentences for clarity of content including specific vocabulary and information.</p> <p>k. Use computer technology to plan, draft, revise, edit, and publish writing.</p> <p><b>7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</b></p> <p>a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.</p> <p>b. Choose appropriate adjectives and adverbs to enhance writing.</p> <p>c. Use pronoun-antecedent agreement to include indefinite pronouns.</p> <p>d. Use subject-verb agreement with intervening phrases and clauses.</p> <p>e. Edit for verb tense consistency and point of view.</p> <p>f. Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.</p>		



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	<p><b>RESEARCH</b>  <b>5.9 The student will find, evaluate, and select appropriate resources for a research product.</b>            a. Construct questions about a topic.            b. Collect information from multiple resources including online, print, and media.            c. Use technology as a tool to research, organize, evaluate, and communicate information.            d. Organize information presented on charts, maps, and graphs.            e. Develop notes that include important concepts, summaries, and identification of information sources.            f. Give credit to sources used in research.            g. Define the meaning and consequences of plagiarism.</p>	<p>h. Use correct spelling for frequently used words.</p> <p><b>RESEARCH</b>  <b>6.9 The student will find, evaluate, and select appropriate resources for a research product.</b>            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.</p>	<p>g. Use quotation marks with dialogue.            h. Use correct spelling for commonly used words.</p> <p><b>RESEARCH</b>  <b>7.9 The student will apply knowledge of appropriate reference materials to produce a research product.</b>            a. Collect and organize information from multiple sources including online, print and media.            b. Evaluate the validity and authenticity of sources.            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.</p>	



## **General Instructional Resources and Expectations for Teaching Language Arts in Sixth Grade**

### **Communication: Speaking, Listening, Media Literacy**

At the sixth-grade level, students will participate in small group and classroom discussions. They will express personal opinions and come to understand not only differing points of view but also the differences between facts and opinions. Small-group analysis and self-analysis of the effectiveness of communication will be introduced. When students speak formally and informally in small groups or individual presentations, they will be expected to use grammatically correct English. In addition, students will understand the basic elements of media literacy.

### **Reading**

At the sixth-grade level, students will expand the study of roots and affixes as well as the use of context to develop independence in vocabulary acquisition. Figurative language will be introduced. Students will read independently and in groups for appreciation and comprehension of a variety of fiction, narrative nonfiction, nonfiction, and poetry. Both classic and recent works will be included. Students will apply critical reading and reasoning skills across the content areas, including history and social science, science, and mathematics. When selecting text, teachers will consider appropriateness of subject and theme, as well as text complexity.

### **Writing**

At the sixth-grade level, students will plan, draft, revise, and edit narrative, descriptive, expository, and persuasive writing with attention to composition and written expression as well as sentence formation, usage, and mechanics. They will use writing as a tool for learning academic concepts as well as for expressive purposes. They will use technology as available and appropriate.

### **Research**

At the sixth-grade level, students will find, evaluate, and select appropriate resources for a research product. They will evaluate the validity and authenticity of texts, and they will use technology to research, organize, evaluate, and communicate information. In addition, they will learn to cite sources, define the meaning and consequences of plagiarism, and follow ethical and legal guidelines for gathering and using information.



## General Instructional Resources

### **VDOE Resources**

[Curriculum Framework and Test Blueprints \(Reading and Writing\)](#)  
[Enhanced Scope and Sequence Lesson Plans](#)  
[VADOE Spring 2013 SOL Student Performance Analysis](#)  
[SOL Online Writing Resources - VADOE](#)  
[Understand Scoring](#)  
[VADOE Text-dependent Questions Using Paired Passages](#)  
[Virginia English SOL/Common Core Crosswalk](#)

### **Instructional Resources**

[Laying the Foundation](#)  
[ReadWriteThink.org](#)  
[Thinkfinity.org](#)  
[NBC Learn](#)  
[Expert Space](#)

- *If you have not created your own Expert Space account, use this [link](#).*

### LIBRARY OF CONGRESS

- Primary and Secondary resources [lesson plans](#)

Project-Based Learning (PBL): The Better Way to Learn

- What is [Project-Based Learning](#)?
- How can [Project-Based Learning](#) be used to personalize learning?
- [PBL Lessons Link 1](#)
- [PBL Lessons Link 2](#)

### **Additional Text Resources**

[Project Gutenberg](#)  
[Eyewitness to History](#)  
[Famous Speeches and Speech Topics](#)  
[Time for Kids](#)  
[Lesson plans for literature, social studies, history, art, and culture](#)  
[Read Works](#)  
[Short passages: fiction/nonfiction/paired passages/poetry/writing](#)  
[Classic Poetry](#)  
[Online library of picture books read aloud: Storyline Online](#)  
[A variety of text types: stories, articles, etc.](#)  
[Stories for young children](#)

### **BCPS Resources**

[Book Request Form](#)  
[Novel Opt Out Form](#)  
[Thinking Map Samples](#) (requires BCPS server access)  
[TEI Samples and Templates](#) (requires BCPS server access)  
[Unpacking the Standards](#)

### **Internet Safety Lessons**

<http://bcpshelpdesk.weebly.com/links-for-middle-school.html>





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<p>READING</p> <p>↑ Above Grade Level ↔ At Grade Level ↓ Below Grade Level</p> <p><b>NEW</b> Fiction</p> <p><b>Performance Assessments:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Eleven</a></li> <li>• <a href="#">The Emperor's New Clothes</a></li> </ul> <p><b>NEW</b> Nonfiction</p> <p><b>Performance Assessments:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">My Mother the Scientist</a></li> <li>• <a href="#">Assessment 1</a></li> <li>• <a href="#">Assessment 2</a></li> </ul>	<p><u>SOL:</u> 6.5a-b,d-l, 6.4a-c,f, 6.6b,d,e,g-i,k,l</p> <p>Nonfiction and Fiction</p> <p><u>Focus of Differentiation:</u> Paired Passages Focus on nonfiction selections from Science and Social Studies</p> <p>Works for Focus of Differentiation:            ↑ "The Bridegroom" pg. 62            Alexander Pushkin p. 72            ↑ "In the Fog" pg. 75            ↔ "Dragon, Dragon" pg. 5            John Gardner pg. 15            ↔ "Ta-Na-E-Ka" pg. 135            The Wind People pg. 145            ↓ "Just Once" pg. 18            ↓ "The Southpaw" pg. 185</p> <p><u>Selected Novels</u>  <u>Holt Elements of Literature: Introductory Course</u></p>	<p><u>SOL:</u> 6.6a-l, 6.4a-c,e-f 6.5a-b,d,e,f-l</p> <p>Nonfiction and Fiction</p> <p><u>Focus of Differentiation</u> Paired Passages Focus on nonfiction selections from Science and Social Studies</p> <p>Works for Focus of Differentiation:            ↑ "Glory over Everything" pg. 468            ↔ "All Aboard with Thomas Garrett" pg. 483            ↓ "All Aboard with Thomas Garrett" (Holt Adapted Reader pg. 106)</p> <p><u>Selected Novels</u>  <u>Holt Elements of Literature: Introductory Course and Holt Adapted Reader: Introductory Course</u></p>	<p><u>SOL:</u> 6.5a-l, 6.4a-f, 6.6 a-l</p> <p>Nonfiction, Fiction, and Poetry</p> <p><u>Focus of Differentiation:</u> Paired Passages Focus on nonfiction selections from Science and Social Studies Figurative Language</p> <p>Works for Focus of Differentiation:            ↑ "Ode to Mi Gato" pg. 637            ↑ "In a Neighborhood in Los Angeles" pg. 638            ↑ "Hard on the Gas" pg. 639            ↔ "The Sneetches" pg. 626            Theodor Seuss Geisel pg. 631            ↔ "John Henry" pg. 650            ↓ "John Henry" (Holt Adapted Reader p. 128)            ↓ "Poem" pg. 646            ↓ "Motto" pg. 647            Langston Hughes pg. 648</p> <p><u>Selected Novels</u>  <u>Holt Elements of Literature: Introductory Course and Holt Adapted Reader: Introductory Course</u></p>	<p><u>SOL:</u> 6.4 – 6.6, 6.9</p> <p>Fiction, Non-fiction, and Poetry</p> <p><u>Focus of Differentiation:</u> Review all literary concepts in preparation for the SOL test.</p> <p>Works for Focus of Differentiation:            ↑ "La Bamba" pg. 335            ↑ "Goodbye Records, Hello Cds" pg. 346            ↔ "The Gold Cadillac" pg. 316            Mildred D. Taylor pg. 328            ↔ "Separate but Never Equal" pg. 332            ↓ "La Bamba" (Holt Adapted Reader pg. 82)</p> <p><u>Selected Novels</u>  <u>Holt Elements of Literature: Introductory Course and Holt Adapted Reader:</u></p>



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<p><b>NEW</b> Poetry Performance Assessments:</p> <ul style="list-style-type: none"> <li>• <a href="#">Assessment 1</a></li> </ul>	<p><u>Skills/Concepts:</u></p> <p><a href="#">Sequence Events</a>6.5k,6.6j  <a href="#">Analyze Character Development</a> (1)6.5a,g  <a href="#">Analyze Character Development</a> (2)6.6a,g  <a href="#">Summarizing</a> (1)6.5i,6.6h  <a href="#">Summarizing</a> (2)6.5i,6.6h  <a href="#">Drawing Conclusions/Inferences</a> (1) 6.5f,6.6e  <a href="#">Drawing Conclusions/Inferences</a> (2)6.5f,6.6e  <a href="#">Identify Cause/Effect relationships</a>6.5d,6.6k  <a href="#">Practice reading strategies</a>6.5l,6.6l  <a href="#">Use Prior Knowledge</a>6.5e,6.6b  <a href="#">Making Predictions</a> (1)6.5b,6.6d  <a href="#">Making Predictions</a> (2)6.5b,6.6d  <a href="#">Context clues</a>6.4c,6.5a  <a href="#">Setting</a>6.5a  <a href="#">Plot</a>6.5a  <a href="#">Conflict/Resolution</a>6.5a  <a href="#">Internal/External Conflict</a>6.5g</p>	<p><u>Skills/Concepts:</u></p> <p>All 1<sup>st</sup> Nine Weeks Skills/Concepts</p> <p><a href="#">Making Predictions</a>6.5b,6.6d  <a href="#">Finding Main Idea</a>6.5h,6.6g  <a href="#">Compare/contrast</a>6.6i  <a href="#">Determining Author's Purpose</a>6.6c  <a href="#">Determine meaning through context clues</a>6.4c  <a href="#">Reference Materials- thesaurus, dictionary, print, online</a>6.4e  <a href="#">Graphic Organizers</a>6.5a,6.6a  <a href="#">Patterns of Text: problem/solution, chronological, etc.</a>6.5a,6.6a  <a href="#">Reading Strategies</a>6.5l,6.6l  <a href="#">Text Features</a>6.6a  <a href="#">Identify Questions to be Answered</a>6.6c  <a href="#">Fact and Opinion</a>6.6f  <a href="#">Roots/Affixes</a>6.4b  <a href="#">Summarizing</a> (1)6.5i,6.6h  <a href="#">Summarizing</a> (2)6.5i,6.6h  <a href="#">Drawing Conclusions/</a></p>	<p><u>Skills/Concepts:</u></p> <p>All 1<sup>st</sup> and 2nd Nine Weeks Skills/Concepts</p> <ul style="list-style-type: none"> <li>• <a href="#">Word Relationships (Analogies)</a>6.4b</li> <li>• <a href="#">Analyze Author's use of Figurative Language</a>6.4d</li> <li>• <a href="#">Figurative Language – simile, hyperbole, metaphor, idioms, personification</a>6.4d</li> <li>• <a href="#">Poetic Forms – haiku, limerick, ballad, free verse</a>6.5j</li> <li>• <a href="#">Poetic Devices – rhyme, rhythm, repetition, onomatopoeia, alliteration</a>6.5j</li> <li>• <a href="#">Imagery</a>6.5c</li> <li>• <a href="#">Use of Graphic Organizers</a> (1)6.5a,6.6a</li> </ul> <p><a href="#">Use of Graphic Organizers</a> (2)6.5a,6.6a</p>	<p><u>Introductory Course</u></p> <p><u>Skills/Concepts:</u></p> <p>All 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Nine Weeks Skills/Concepts</p> <p><a href="#">SOL Review</a></p>



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CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
	<p><a href="#">Theme</a>6.5a  <a href="#">Tone</a>6.5a  <a href="#">Finding Main Idea</a>6.5h,6.6g  <a href="#">Compare/contrast</a>6.6i  <a href="#">Determining Author's Purpose</a>6.6c  <a href="#">Determine meaning through context clues</a>6.4c</p>	<p><a href="#">Inferences</a> (2)6.5f,6.6e  <a href="#">Identify Cause/Effect relationships</a>6.5d,6.6k  <a href="#">Practice reading strategies</a>6.5l,6.6l  <a href="#">Use Prior Knowledge</a>6.5e,6.6b  <a href="#">Making prediction</a> (1)6.5b,6.6d  <a href="#">Making Predictions</a> (2)6.5b,6.6d  <a href="#">Context clues</a>6.4c  <a href="#">Setting</a>6.5a  <a href="#">Plot</a>6.5a  <a href="#">Conflict/Resolution</a>6.5a  <a href="#">Internal/External Conflict</a>6.5g  <a href="#">Theme</a>6.5a  <a href="#">Tone</a>6.5a</p>		



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CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
COMMUNICATION	<p><u>SOL:</u> 6.1a-d</p> <p><u>Skills/Concepts:</u> Small group activities, participation, and analysis</p>	<p><u>SOL:</u> 6.1a-d , 6.3a-c</p> <p><u>Skills/Concepts:</u> Small group activities, participation, and analysis</p>	<p><u>SOL:</u> 6.1a-d , 6.2a-e, 6.3a-c</p> <p><u>Skills/Concepts:</u></p> <ul style="list-style-type: none"> <li>● Small group activities, participation, and analysis</li> <li>● <a href="#">Distinguish fact/opinion</a></li> <li>● <a href="#">Compare/contrast viewpoints</a></li> <li>● <a href="#">Present convincing argument</a></li> <li>● <a href="#">Paraphrase/summarize orally</a></li> <li>● <a href="#">Use appropriate vocabulary</a></li> <li>● Introduce media literacy- compare/contrast audio, visual, and written messages.</li> <li>● Distinguish characteristics and effectiveness of media messages.</li> <li>● Create public service announcement</li> </ul>	<p><u>SOL:</u> 6.1a-d , 6.2a-e</p> <p><u>Skills/Concepts:</u></p> <ul style="list-style-type: none"> <li>● Small group activities, participation, and analysis</li> <li>● <a href="#">Distinguish fact/opinion</a></li> <li>● <a href="#">Compare/contrast viewpoints</a></li> <li>● <a href="#">Paraphrase/summarize orally</a></li> <li>● <a href="#">Use appropriate vocabulary</a></li> </ul>



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VOCABULARY	<p><u>SOL: 6.4</u></p> <p><u>Skills/Concepts:</u></p> <p><a href="#">Roots/Affixes</a>  <a href="#">Synonyms/Antonyms</a> (1)  <a href="#">Synonyms/Antonyms</a> (2)  <a href="#">Context clues</a></p>	<p><u>SOL: 6.4</u></p> <p><u>Skills/Concepts:</u></p> <p><a href="#">Roots/Affixes</a>  <a href="#">Synonyms/Antonyms</a> (1)  <a href="#">Synonyms/Antonyms</a> (2)  <a href="#">Context clues</a></p>	<p><u>SOL: 6.4</u></p> <p><u>Skills/Concepts:</u></p> <p><a href="#">Roots/Affixes</a>  <a href="#">Synonyms/Antonyms</a> (1)  <a href="#">Synonyms/Antonyms</a> (2)            Context clues</p>	<p><u>SOL: 6.4</u></p> <p><u>Skills/Concepts:</u></p> <p><a href="#">Roots/Affixes</a>  <a href="#">Synonyms/Antonyms</a> (1)  <a href="#">Synonyms/Antonyms</a> (2)  <a href="#">Context clues</a></p>
WRITING	<p><i>Grammar instruction should be embedded in the writing process.</i></p> <p>Introduce 8<sup>th</sup> Grade Writing SOL Prompts – Light band – grade 6, Dark band – grade 7  <a href="#">Grade 8 Writing Prompts</a></p> <p><u>SOL: 6.7a-j, 6.8a-h</u></p> <p><u>Skills/Concepts:</u>  <a href="#">Narrative Writing</a>            5W's  <a href="#">Punctuate/Format Dialogue</a>  <a href="#">Punctuate/Complete Sentences</a>            (correcting run-ons and fragments)  <a href="#">Sentence Variety</a>  <a href="#">Capitalization</a></p>	<p><i>Grammar instruction should be embedded in the writing process.</i></p> <p>Introduce 8<sup>th</sup> Grade Writing SOL Prompts – Light band – grade 6, Dark band – grade 7  <a href="#">Grade 8 Writing Prompts</a></p> <p><u>SOL: 6.7a-j, , 6.8a-h</u></p> <p><u>Skills/Concepts:</u>  <a href="#">Expository/Research</a>            5 W's  <a href="#">Prewriting Techniques</a>  <a href="#">Revisions</a>  <a href="#">5 Paragraph form</a>            Revisit Parts of Speech as needed</p>	<p><i>Grammar instruction should be embedded in the writing process.</i></p> <p>Introduce 8<sup>th</sup> Grade Writing SOL Prompts – Light band – grade 6, Dark band – grade 7  <a href="#">Grade 8 Writing Prompts</a></p> <p><u>SOL: 6.7a-j, 6.8d,e,g,h, 6.2a-f, , 6.8a-h</u></p> <p><u>Skills/Concepts:</u>  <a href="#">Descriptive Essay</a>  <a href="#">Persuasive Essay (continued to fourth nine weeks)</a>  <a href="#">Use of consistent verb tense</a>  <a href="#">Eliminating double negatives</a>  <a href="#">Use of elaboration</a>  <a href="#">Prewriting Techniques</a></p>	<p><i>Grammar instruction should be embedded in the writing process.</i></p> <p>Introduce 8<sup>th</sup> Grade Writing SOL Prompts – Light band – grade 6, Dark band – grade 7  <a href="#">Grade 8 Writing Prompts</a></p> <p><u>SOL: 6.7a-j, 6.8a-c, 6.2a-f, , 6.8a-h</u></p> <p><u>Skills/Concepts:</u>  <a href="#">Persuasive Essay (continued to fourth nine weeks)</a>  <a href="#">Subject Verb Agreement</a>  <a href="#">Pronoun/Antecedent Agreement</a>  <a href="#">Prewriting Techniques</a>  <a href="#">Revision of Drafts</a>  <a href="#">Diagramming Simple Sentences</a></p>



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	<p><a href="#">Prewriting Techniques</a>  <a href="#">Revision of Drafts.</a>            Revisit Parts of Speech as needed</p> <p>RESEARCH:            *See Second Nine Weeks</p>	<p>RESEARCH:  <u>SOL:</u> 6.3a-c, 6.9a-e, 6.4e</p> <p><u>Skills/Concepts:</u>  <a href="#">Research Project</a>  <a href="#">Plagiarism</a>  <a href="#">Validity of Sources</a>  <a href="#">Cite Sources</a>  <a href="#">Evaluate media sources</a></p> <p>*Research component may be taught in any nine weeks except fourth nine weeks.</p>	<p><a href="#">Revision of Draft</a>            Revisit Parts of Speech as needed</p> <p>RESEARCH:            *See Second Nine Weeks, if not yet completed.</p>	<p>Revisit Parts of Speech as needed</p>

<b>TECHNOLOGY</b>	<p>Incorporate one new technology tool each nine weeks. (Not all technology available at each school). See ITRTs for lesson ideas and assistance <a href="#">Click here</a> for other ideas for technology and web tools.</p> <p>Suggested Activities:</p>
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SECOND NINE WEEKS

THIRD NINE WEEKS

FOURTH NINE WEEKS

### **iPod Touch/iPads**

Viewing PowerPoints  
QR Code Scanning  
Comic Strips Creation  
Newspaper/Postcard Creation  
Research  
Reading (book, magazine, newspaper)  
Audiobooks  
Collage activities  
Voice Memo: Collaborative Story building  
Analysis of tone, mood, and theme through music  
Podcasts

[Apps for Educators](#)

### **SmartBoard**

Sequencing  
Cause and Effect Grouping  
Graphic Organizers  
Venn Diagram  
T-Charts  
Annotations  
Review games  
Proofreading and editing  
Imported Video

[Pre-made SmartBoard Lessons](#)

### **Airliner Tablet**

*Use this tool with SmartBoard software, in conjunction with the SmartBoard (students remain seated and pass this around the room while in use), or with interactive writing on a projector screen.*



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FOURTH NINE WEEKS

	<p>Proofreading and editing</p> <p><b>Senteo/CPS Response Clickers</b> Multiple choice quizzes, tests, or practice Class polling Review games Newer models – open response (short answer) questions</p> <p><b>Flip Cameras/Digital Cameras</b> Class commercials Video projects Digital photography lessons Digital storytelling</p> <p><b>Laptop Cart (PCs and Macs Available)</b> In-class writing and research Windows Movie Maker and iMovie – video projects Student created Podcasts Photostory and iPhoto – student created photo books</p> <p><b>GPS Units</b> Literary practice/activities in cache boxes. Students locate the caches using the GPS units.</p> <p><a href="#">Google Lit Trip</a> Plot the setting of a book to gain real-world perspective</p> <p><b>Web 2.0 Tools</b> <a href="#">Glogster</a> – Student Created Digital Posters <a href="#">Wall Wisher</a> – Collaborative digital bulletin board</p>
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	<p><a href="#">Type with Me</a> – Students can type on the same document from different computers in real time</p> <p><a href="#">Bubbl</a> - Digital brainstorming</p> <p><a href="#">Livebinders</a> – Organization of online resources (a digital three ring binder)</p> <p><a href="#">Wordle</a> and <a href="#">Tagxedo</a> – Student created “word clouds”</p> <p><a href="#">60 Second Recap</a> – anticipatory and review activities for literature – lead into student created recaps</p> <p><a href="#">Prezi</a>- create online presentations</p> <p>Wikis</p> <p>Blogs</p>
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