

## English 6

**T**he goal of the Secondary English Language Arts program is to create literate, thoughtful communicators, capable of controlling language effectively as they negotiate an increasingly complex and information-rich world. As students leave elementary school, they encounter new academic expectations such as analyzing varied and complex texts, developing arguments, synthesizing information from multiple sources, examining different perspectives, and engaging in self-reflection. Students work to acquire specific skills and strategies in reading literature, reading informational text, writing, speaking and listening, and language.

The English 6 instructional guide is organized around the overarching theme, Kaleidoscopes, which consists of four thematic units: Foundations, Adventures, Challenges and Barriers, and Artistic Choices. The common tasks in each unit allow students to engage in a variety of reading, writing, speaking, listening, and viewing activities that give students opportunities to demonstrate and deepen their learning.

Students read a variety of novels, short stories, poems, plays, visuals, and nonfiction works to become more facile with both written and spoken language. In Grade 6, students move primarily from examining texts from a reader’s point of view (comprehension) to looking at texts from a writer’s point of view (analysis). Students employ the texts they read as models for their own writing.

Students write to learn, exploring their ideas for communicating with others and reflecting as a means of making sense of their world. They engage in the writing process and in tasks that require a blend of writing purposes. By examining the 6–Traits of excellent writing (ideas and development, organization, word

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choice, sentence fluency, voice, and conventions), students learn to express themselves through the written and spoken word with clarity, power, and fluency. Students learn to organize ideas effectively to support a clear thesis and develop ideas specifically to meet the needs of audience and purpose.

As students speak, listen, read, and write, they build language skills and expand vocabulary. Enriched vocabulary supports academic oral language proficiency, reading comprehension, and writing development. Grammar, usage, and sentence construction are taught as integral parts of the drafting and revision processes. In this course, students learn to write clearly, read critically, speak thoughtfully, and listen carefully to explore language and literature as catalysts for deep thought and emotion.

As Machiavelli wrote in *The Prince*, “He who has not first laid his foundations may be able with great ability to lay them afterwards, but they will be laid with trouble to the architect and danger to the building.” The goal of English 6 is to help students build a solid foundation for academic success in middle school and to grow intellectually and emotionally.

### A Note About This Guide:

This document is intended as a resource and supplement for the English 6 course page in the Instruction Center. While this document may certainly be printed, it is built to be used electronically. It contains hyperlinks to web pages both inside and outside MCPS. It will be updated and revised frequently, with all updates announced through the English Forum. Please note the date on the title page to ensure that you have the most up-to-date version.

## COMMON TASKS — ENGLISH 6

- 6.1.1 Write a brief scene showing a character’s personality.\*
  - 6.1.2 Write and present an argument defending or challenging a quotation.
  - 6.1.3 Analyze how an author develops a character in a text.
  - 6.1.4 Compare how a print and non-print text express a common theme or central idea.
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- 6.2.1 Write an explanation of how an author uses language to create mood.
  - 6.2.2 Analyze a scene from a film of an adventure story.\*
  - 6.2.3 Create and present an advertisement for a product.
  - 6.2.4 Write an additional or alternative scene for a text in the unit.
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- 6.3.1 Research a contemporary issue and provide an objective summary of each source.
  - 6.3.2 Write and present a speech that argues a claim.
  - 6.3.3 Examine the causes and effects of conflict in a text.\*
  - 6.3.4 Write an original story about how a character responds to a challenge.
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- 6.4.1 Write an explanation of how an author uses language to create tone in a narrative.\*
- 6.4.2 Write a collection of poems based on a theme or central idea.
- 6.4.3 Write an essay explaining how an author uses fiction to give voice to real-world issues.
- 6.4.4 Prepare and perform a scene from a play by Shakespeare.

*\* Teachers who wish to make more time for re-teaching a common task may choose to omit these starred tasks or blend them into others, but the relevant skills and concepts must be incorporated into instruction during the unit.*