Writing Process, Personal Narrative: How we relate personal experience through writing.

Writing

W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure. The student
   a) Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
   b) Writes texts of a length appropriate to address the topic or tell the story.
   c) Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
   d) Uses appropriate structures to ensure coherence (e.g., transition elements).

W2. The student demonstrates competence in a variety of genres. The student produces a narrative (fictional, personal) that:
   a) Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices).
   b) Creates an organizing structure appropriate to purpose, audience, and context.
   c) Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, and varied sentence structures).
   d) Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, movement, gestures, expressions).
   e) Excludes extraneous details and inconsistencies.
   f) Provides a sense of closure appropriate to the writing.

W4. The student consistently uses the writing process to develop, revise, and evaluate writing. The student
   a) Plans and drafts independently and resourcefully.
   b) Revises manuscripts to improve the organization and consistency of ideas within and between paragraphs.
   c) Edits to correct errors in spelling, punctuation, etc.
C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student
   a) Identifies and uses the eight basic parts of speech and demonstrates that words can be different parts of speech within a sentence.
      i. Identifies and uses nouns – abstract, common, collective, plural, and possessive.
      ii. Identifies and uses pronouns – personal, possessive, interrogative, demonstrative, reflexive, and indefinite.
      iii. Identifies and uses adjectives – common, proper, and demonstrative.
      iv. Identifies and uses verbs – action (transitive/intransitive), linking, and state-of-being.
      v. Identifies and uses verb phrases – main verbs and helping verbs.
      vi. Identifies and uses adverbs.
      vii. Identifies and uses prepositional phrases (preposition, object of the preposition, and any of its modifiers).
   e) Uses common spelling rules, applies common spelling patterns, and develops and masters words that are commonly misspelled.

LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student
   a) Initiates new topics in addition to responding to adult-initiated topics.
   b) Asks relevant questions.
   c) Responds to questions with appropriate information.
   d) Confirms understanding by paraphrasing the adult’s directions or suggestions.
   e) Displays appropriate turn-taking behaviors.
   f) Actively solicits another person’s comments or opinions.
   g) Offers own opinion forcefully without being domineering.
   h) Responds appropriately to comments and questions.
   i) Volunteers contributions and responds when directly solicited by teacher or discussion leader.
   j) Gives reasons in support of opinions expressed.
   k) Clarifies, illustrates, or expands on a response when asked to do so.
   l) Employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).
   m) Writes a response to/reflection of interactions with others.
Technical Writing: How we produce technical writing.

Writing

☐ W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure. The student

- a) Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
- b) Writes texts of a length appropriate to address the topic or tell the story.
- c) Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
- d) Uses appropriate structures to ensure coherence (e.g., transition elements).

☐ W2. The student demonstrates competence in a variety of genres.

(3) The student produces technical writing (friendly letters, thank-you notes, formula poems, instructions) that:

- a) Creates or follows an organizing structure appropriate to purpose, audience, and context.
- b) Excludes extraneous and inappropriate information.
- c) Follows an organizational pattern appropriate to the type of composition.
- d) Applies rules of Standard English.

☐ W4. The student consistently uses the writing process to develop, revise, and evaluate writing. The student

- a) Plans and drafts independently and resourcefully.
- b) Revises manuscripts to improve the organization and consistency of ideas within and between paragraphs.
- c) Edits to correct errors in spelling, punctuation, etc.

Conventions

☐ C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student

- a) Identifies and uses the eight basic parts of speech and demonstrates that words can be different parts of speech within a sentence.
  i. Identifies and uses nouns – abstract, common, collective, plural, and possessive.
  ii. Identifies and uses pronouns – personal, possessive, interrogative, demonstrative, reflexive, and indefinite.
  iii. Identifies and uses adjectives – common, proper, and demonstrative.
  iv. Identifies and uses verbs – action (transitive/intransitive), linking, and state-of-being.
- e) Uses common spelling rules, applies common spelling patterns, and develops and masters words that are commonly misspelled.
Listening, Speaking, Viewing

**LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student**

- a) Initiates new topics in addition to responding to adult-initiated topics.
- b) Asks relevant questions.
- c) Responds to questions with appropriate information.
- d) Confirms understanding by paraphrasing the adult’s directions or suggestions.
- e) Displays appropriate turn-taking behaviors.
- f) Actively solicits another person’s comments or opinions.
- g) Offers own opinion forcefully without being domineering.
- h) Responds appropriately to comments and questions.
- i) Volunteers contributions and responds when directly solicited by teacher or discussion leader.
- j) Gives reasons in support of opinions expressed.
- k) Clarifies, illustrates, or expands on a response when asked to do so.
- l) Employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).

- m) Writes a response to/reflection of interactions with others.

**LSV2. The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.**

1) When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:

- a) Identifies persuasive and propaganda techniques used in media and identifies false and misleading information.
- b) Identifies the tone, mood, and emotion conveyed in the oral communication.

2) When delivering or responding to presentations, the student:

- a) Gives oral presentations or dramatic interpretations for various purposes.
- b) Shows appropriate changes in delivery (e.g., gestures, vocabulary, pace, visuals).
- c) Uses language for dramatic effect.
- d) Uses rubrics as assessment tools.
- e) Uses electronic media for presentations.
Writing

W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure. The student
   a) Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
   b) Writes texts of a length appropriate to address the topic or tell the story.
   c) Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
   d) Uses appropriate structures to ensure coherence (e.g., transition elements).

W2. The student demonstrates competence in a variety of genres.
   (2) The student produces writing (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution) that:
      a) Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
      b) Establishes a statement as the main idea or topic sentence.
      c) Develops a controlling idea that conveys a perspective on the subject.
      d) Creates an organizing structure appropriate to purpose, audience, and context.
      e) Develops the topic with supporting details.
      f) Excludes extraneous and inappropriate information.
      g) Follows an organizational pattern appropriate to the type of composition.
      h) Concludes with a detailed summary linked to the purpose of the composition.

W3. The student uses research and technology to support writing. The student
   a) Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.
   b) Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).
   c) Cites references.

W4. The student consistently uses the writing process to develop, revise, and evaluate writing. The student
   a) Plans and drafts independently and resourcefully.
   b) Revises manuscripts to improve the organization and consistency of ideas within and between paragraphs.
   c) Edits to correct errors in spelling, punctuation, etc.
Conventions

C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student

   a) Identifies and uses the eight basic parts of speech and demonstrates that words can be different parts of speech within a sentence.
   
   viii. Identifies and uses conjunctions – coordinating, correlative, and common subordinating.

   ix. Identifies and uses interjections.

   b) Recognizes basic parts of a sentence (subject, verb, direct object, indirect object, predicate noun, predicate adjective).

   c) Identifies and writes simple, compound, complex, and compound-complex sentences, avoiding fragments and run-ons.

   d) Demonstrates appropriate comma and semicolon usage (compound and complex sentences, appositives, words in direct address).

   e) Uses common spelling rules, applies common spelling patterns, and develops and masters words that are commonly misspelled.

Listening, Speaking, Viewing

LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

   a) Initiates new topics in addition to responding to adult-initiated topics.

   b) Asks relevant questions.

   c) Responds to questions with appropriate information.

   d) Confirms understanding by paraphrasing the adult’s directions or suggestions.

   e) Displays appropriate turn-taking behaviors.

   f) Actively solicits another person’s comments or opinions.

   g) Offers own opinion forcefully without being domineering.

   h) Responds appropriately to comments and questions.

   i) Volunteers contributions and responds when directly solicited by teacher or discussion leader.

   j) Gives reasons in support of opinions expressed.

   k) Clarifies, illustrates, or expands on a response when asked to do so.

   l) Employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).

   m) Writes a response to/reflection of interactions with others.
LSV2. The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

(1) When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:
   a) Identifies persuasive and propaganda techniques used in media and identifies false and misleading information.
   b) Identifies the tone, mood, and emotion conveyed in the oral communication.

(2) When delivering or responding to presentations, the student:
   a) Gives oral presentations or dramatic interpretations for various purposes.
   b) Shows appropriate changes in delivery (e.g., gestures, vocabulary, pace, visuals).
   c) Uses language for dramatic effect.
   d) Uses rubrics as assessment tools.
   e) Uses electronic media for presentations.
Writing

W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure. The student
   a) Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
   b) Writes texts of a length appropriate to address the topic or tell the story.
   c) Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
   d) Uses appropriate structures to ensure coherence (e.g., transition elements).

W2. The student demonstrates competence in a variety of genres. (5)
   The student produces a multi-paragraph persuasive essay that:
   a) Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
   b) States a clear position of a proposition or proposal.
   c) Supports the position with organized and relevant evidence.
   d) Excludes information and arguments that are irrelevant.
   e) Creates an organizing structure appropriate to a specific purpose, audience, and context.
   f) Anticipates and addresses readers’ concerns and counter-arguments.
   g) Provides a sense of closure to the writing.

W3. The student uses research and technology to support writing. The student
   a) Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.
   b) Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).
   c) Cites references.

W4. The student consistently uses the writing process to develop, revise, and evaluate writing. The student
   a) Plans and drafts independently and resourcefully.
   b) Revises manuscripts to improve the organization and consistency of ideas within and between paragraphs.
   c) Edits to correct errors in spelling, punctuation, etc.
Conventions

C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student

   a) Identifies and uses the eight basic parts of speech and demonstrates that words can be different parts of speech within a sentence.
   viii. Identifies and uses conjunctions – coordinating, correlative, and common subordinating.
   ix. Identifies and uses interjections.

   b) Recognizes basic parts of a sentence (subject, verb, direct object, indirect object, predicate noun, predicate adjective).

   c) Identifies and writes simple, compound, complex, and compound-complex sentences, avoiding fragments and run-ons.

   d) Demonstrates appropriate comma and semicolon usage (compound and complex sentences, appositives, words in direct address).

   e) Uses common spelling rules, applies common spelling patterns, and develops and masters words that are commonly misspelled.

Listening, Speaking, Viewing

LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

   a) Initiates new topics in addition to responding to adult-initiated topics.
   b) Asks relevant questions.
   c) Responds to questions with appropriate information.
   d) Confirms understanding by paraphrasing the adult’s directions or suggestions.
   e) Displays appropriate turn-taking behaviors.
   f) Actively solicits another person’s comments or opinions.
   g) Offers own opinion forcefully without being domineering.
   h) Responds appropriately to comments and questions.
   i) Volunteers contributions and responds when directly solicited by teacher or discussion leader.
   j) Gives reasons in support of opinions expressed.
   k) Clarifies, illustrates, or expands on a response when asked to do so.
   l) Employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).
   m) Writes a response to/reflection of interactions with others.
Genre Review: How to determine the correct genre and the steps taken in that writing.

Writing

☐ W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure. The student
   a) Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
   b) Writes texts of a length appropriate to address the topic or tell the story.
   c) Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
   d) Uses appropriate structures to ensure coherence (e.g., transition elements).

☐ W2. The student demonstrates competence in a variety of genres.
   (1) The student produces a narrative (fictional, personal) that:
      a) Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices).
      b) Creates an organizing structure appropriate to purpose, audience, and context.
      c) Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, and varied sentence structures).
      d) Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, movement, gestures, expressions).
      e) Excludes extraneous details and inconsistencies.
      f) Provides a sense of closure appropriate to the writing.
   (2) The student produces writing (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution) that:
      a) Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
      b) Establishes a statement as the main idea or topic sentence.
      c) Develops a controlling idea that conveys a perspective on the subject.
      d) Creates an organizing structure appropriate to purpose, audience, and context.
      e) Develops the topic with supporting details.
      f) Excludes extraneous and inappropriate information.
      g) Follows an organizational pattern appropriate to the type of composition.
      h) Concludes with a detailed summary linked to the purpose of the composition.
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(3) The student produces technical writing (friendly letters, thank-you notes, formula poems, instructions) that:
   a) Creates or follows an organizing structure appropriate to purpose, audience, and context.
   b) Excludes extraneous and inappropriate information.
   c) Follows an organizational pattern appropriate to the type of composition.
   d) Applies rules of Standard English.

(4) The student produces a response to literature that:
   a) Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
   b) Demonstrates an understanding of the literary work.
   c) Advances a judgment that is interpretive, analytic, evaluative, or reflective.
   d) Organizes an interpretation around several clear ideas, premises, or images.
   e) Supports a judgment through references to the text.
   f) Provides a sense of closure to the writing.

(5) The student produces a multi-paragraph persuasive essay that:
   a) Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
   b) States a clear position of a proposition or proposal.
   c) Supports the position with organized and relevant evidence.
   d) Excludes information and arguments that are irrelevant.
   e) Creates an organizing structure appropriate to a specific purpose, audience, and context.
   f) Anticipates and addresses readers’ concerns and counter-arguments.
   g) Provides a sense of closure to the writing.

W4. The student consistently uses the writing process to develop, revise, and evaluate writing. The student
   a) Plans and drafts independently and resourcefully.
   b) Revises manuscripts to improve the organization and consistency of ideas within and between paragraphs.
   c) Edits to correct errors in spelling, punctuation, etc.

Conventions
C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student
   a) Identifies and uses the eight basic parts of speech and demonstrates that words can be different parts of speech within a sentence.
      ii. Identifies and uses pronouns – personal, possessive, interrogative, demonstrative, reflexive, and indefinite.
   b) Recognizes basic parts of a sentence (subject, verb, direct object, indirect object, predicate noun, predicate adjective).
   c) Uses common spelling rules, applies common spelling patterns, and develops and masters words that are commonly misspelled.
Listening, Speaking, Viewing

LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

a) Initiates new topics in addition to responding to adult-initiated topics.
b) Asks relevant questions.
c) Responds to questions with appropriate information.
d) Confirms understanding by paraphrasing the adult’s directions or suggestions.
e) Displays appropriate turn-taking behaviors.
f) Actively solicits another person’s comments or opinions.
g) Offers own opinion forcefully without being domineering.
h) Responds appropriately to comments and questions.
i) Volunteers contributions and responds when directly solicited by teacher or discussion leader.
j) Gives reasons in support of opinions expressed.
k) Clarifies, illustrates, or expands on a response when asked to do so.
l) Employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).
m) Writes a response to/reflection of interactions with others.
Non-Fiction/Research Process: How we recognize and organize informational texts in our writing.

**Writing**

- **W1.** The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure. The student
  - a) Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
  - b) Writes texts of a length appropriate to address the topic or tell the story.
  - c) Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
  - d) Uses appropriate structures to ensure coherence (e.g., transition elements).

- **W3.** The student uses research and technology to support writing. The student
  - a) Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.
  - b) Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).
  - c) Cites references.

- **W4.** The student consistently uses the writing process to develop, revise, and evaluate writing. The student
  - a) Plans and drafts independently and resourcefully.
  - b) Revises manuscripts to improve the organization and consistency of ideas within and between paragraphs.
  - c) Edits to correct errors in spelling, punctuation, etc.

**Conventions**

- **C1.** The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student
  - a) Identifies and uses the eight basic parts of speech and demonstrates that words can be different parts of speech within a sentence.
    ii. Identifies and uses pronouns – personal, possessive, interrogative, demonstrative, reflexive, and indefinite.
  - b) Recognizes basic parts of a sentence (subject, verb, direct object, indirect object, predicate noun, predicate adjective).
  - e) Uses common spelling rules, applies common spelling patterns, and develops and masters words that are commonly misspelled.
  - f) Produces final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization.
Listening, Speaking, Viewing

**LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student**

- a) Initiates new topics in addition to responding to adult-initiated topics.
- b) Asks relevant questions.
- c) Responds to questions with appropriate information.
- d) Confirms understanding by paraphrasing the adult’s directions or suggestions.
- e) Displays appropriate turn-taking behaviors.
- f) Actively solicits another person’s comments or opinions.
- g) Offers own opinion forcefully without being domineering.
- h) Responds appropriately to comments and questions.
- i) Volunteers contributions and responds when directly solicited by teacher or discussion leader.
- j) Gives reasons in support of opinions expressed.
- k) Clarifies, illustrates, or expands on a response when asked to do so.
- l) Employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).
- m) Writes a response to/reflection of interactions with others.
Response to Literature: How we understand, analyze, and respond to literature.

Writing

☐ W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure. The student
   a) Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
   b) Writes texts of a length appropriate to address the topic or tell the story.
   c) Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
   d) Uses appropriate structures to ensure coherence (e.g., transition elements).

☐ W2. The student demonstrates competence in a variety of genres.
   4 The student produces a response to literature that:
      a) Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
      b) Demonstrates an understanding of the literary work.
      c) Advances a judgment that is interpretive, analytic, evaluative, or reflective.
      d) Organizes an interpretation around several clear ideas, premises, or images.
      e) Supports a judgment through references to the text.
      f) Provides a sense of closure to the writing.

☐ W4. The student consistently uses the writing process to develop, revise, and evaluate writing. The student
   a) Plans and drafts independently and resourcefully.
   b) Revises manuscripts to improve the organization and consistency of ideas within and between paragraphs.
   c) Edits to correct errors in spelling, punctuation, etc.

Conventions

☐ C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student
   a) Identifies and uses the eight basic parts of speech and demonstrates that words can be different parts of speech within a sentence.
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i. Identifies and uses nouns – abstract, common, collective, plural, and possessive.
ii. Identifies and uses pronouns – personal, possessive, interrogative, demonstrative, reflexive, and indefinite.
iii. Identifies and uses adjectives – common, proper, and demonstrative.
iv. Identifies and uses verbs – action (transitive/intransitive), linking, and state-of-being.
v. Identifies and uses verb phrases – main verbs and helping verbs.
vi. Identifies and uses adverbs.
vii. Identifies and uses prepositional phrases (preposition, object of the preposition, and any of its modifiers).
viii. Identifies and uses conjunctions – coordinating, correlative, and common subordinating.
ix. Identifies and uses interjections.

b) Recognizes basic parts of a sentence (subject, verb, direct object, indirect object, predicate noun, predicate adjective).
c) Identifies and writes simple, compound, complex, and compound-complex sentences, avoiding fragments and run-ons.
d) Demonstrates appropriate comma and semicolon usage (compound and complex sentences, appositives, words in direct address).
e) Uses common spelling rules, applies common spelling patterns, and develops and masters words that are commonly misspelled.
f) Produces final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization.

Listening, Speaking, Viewing

LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

a) Initiates new topics in addition to responding to adult-initiated topics.
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h) Responds appropriately to comments and questions.
i) Volunteers contributions and responds when directly solicited by teacher or discussion leader.
j) Gives reasons in support of opinions expressed.
k) Clarifies, illustrates, or expands on a response when asked to do so.
l) Employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).
m) Writes a response to/reflection of interactions with others.
Fictional Narrative: How we relate myths through narrative writing.

**Writing**

**W1.** The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure. The student

- a) Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
- b) Writes texts of a length appropriate to address the topic or tell the story.
- c) Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
- d) Uses appropriate structures to ensure coherence (e.g., transition elements).

**W2.** The student demonstrates competence in a variety of genres.

1. The student produces a narrative (fictional, personal) that:

- a) Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices).
- b) Creates an organizing structure appropriate to purpose, audience, and context.
- c) Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, and varied sentence structures).
- d) Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, movement, gestures, expressions).
- e) Excludes extraneous details and inconsistencies.
- f) Provides a sense of closure appropriate to the writing.

**W4.** The student consistently uses the writing process to develop, revise, and evaluate writing. The student

- a) Plans and drafts independently and resourcefully.
- b) Revises manuscripts to improve the organization and consistency of ideas within and between paragraphs.
- c) Edits to correct errors in spelling, punctuation, etc.

**Conventions**

**C1.** The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student

- a) Identifies and uses the eight basic parts of speech and demonstrates that words can be different parts of speech within a sentence.
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Unit Guide
English Language Arts: Sixth

possessive.

ii. Identifies and uses pronouns – personal, possessive, interrogative, demonstrative, reflexive, and indefinite.

iii. Identifies and uses adjectives – common, proper, and demonstrative.

iv. Identifies and uses verbs – action (transitive/intransitive), linking, and state-of-being.

v. Identifies and uses verb phrases – main verbs and helping verbs.

vi. Identifies and uses adverbs.

vii. Identifies and uses prepositional phrases (preposition, object of the preposition, and any of its modifiers).

viii. Identifies and uses conjunctions – coordinating, correlative, and common subordinating.

ix. Identifies and uses interjections.

b) Recognizes basic parts of a sentence (subject, verb, direct object, indirect object, predicate noun, predicate adjective).

c) Identifies and writes simple, compound, complex, and compound-complex sentences, avoiding fragments and run-ons.

d) Demonstrates appropriate comma and semicolon usage (compound and complex sentences, appositives, words in direct address).

e) Uses common spelling rules, applies common spelling patterns, and develops and masters words that are commonly misspelled.

f) Produces final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization.

Listening, Speaking, Viewing

LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

a) Initiates new topics in addition to responding to adult-initiated topics.

b) Asks relevant questions.

c) Responds to questions with appropriate information.

d) Confirms understanding by paraphrasing the adult’s directions or suggestions.

e) Displays appropriate turn-taking behaviors.

f) Actively solicits another person’s comments or opinions.

g) Offers own opinion forcefully without being domineering.

h) Responds appropriately to comments and questions.

i) Volunteers contributions and responds when directly solicited by teacher or discussion leader.

j) Gives reasons in support of opinions expressed.

k) Clarifies, illustrates, or expands on a response when asked to do so.

l) Employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).

m) Writes a response to/reflection of interactions with others.
The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

1. When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:
   a) Identifies persuasive and propaganda techniques used in media and identifies false and misleading information.
   b) Identifies the tone, mood, and emotion conveyed in the oral communication.

2. When delivering or responding to presentations, the student:
   a) Gives oral presentations or dramatic interpretations for various purposes.
   b) Shows appropriate changes in delivery (e.g., gestures, vocabulary, pace, visuals).
   c) Uses language for dramatic effect.
   d) Uses rubrics as assessment tools.
   e) Uses electronic media for presentations.