

**Grade 6**  
**ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE**

**READING: Word Recognition, Fluency, and Vocabulary Development**

<b>Standard 1: Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</b>			
<b>Objective</b>	<b>Example</b>	<b>Instructional/Assessment Strategy</b>	<b>Resource</b>
<b><i>Word Recognition</i></b>			
6.1.1 Read aloud grade-level appropriate poems, narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.	-Stress <u>recognizing</u> root word and then add prefix or suffix as “chunks” to pronounce new words.	- <u>Teacher Model</u> • Reader’s theatre • Choral reading • Dramatic oral reading	-Informational text -Plays to read -Scott Foresman Classroom Routines (Instructional #23)
<b><i>Vocabulary and Concept Development</i></b>			
6.1.2 Identify and interpret figurative language (including similes, comparisons that use <u>like</u> or <u>as</u> , and metaphors, implied comparisons) and words with multiple meanings.	Example: Understand the different meanings of the word <b><u>primary</u></b> when used in sentences such as the following: Tom is a student at the local <b><u>primary</u></b> school. Betsy’s mother decided to run for a seat on the city council but lost in the primary election. Understand descriptive metaphors, such as; The city lay under a blanket of fog.	-Write a formula poem.  (Emotion)      (color) Ex. <u>Anger</u> is <u>black</u> . It looks like      _____ It smells like      _____ It feels like      _____ It tastes like      _____ }  <u>Anger</u> is a      _____ (Emotion)      (Noun) }  _____	-Scott Foresman Teacher’s Edition Index (Literary devices) (Figurative language)

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<b><i>Vocabulary and Concept Development</i></b>			
6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	Example: Understand foreign words that are often used in English, such as enchilada (Spanish), Lasagna (Italian), and delicatessen (German).	-During D.O.L. use a dictionary entry and have students locate the word origin within the entry (once a week).	-Expository Text -Dictionaries -Indiana Reading List (Reference Tools) Gr. 6-8
6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.		-D.O.L.: Use an excerpt from reading selection, highlight the identified word, then give the dictionary meaning and identify the correct meaning. -Cloze techniques	-Indiana ISTEP+ Reading Coach, Grade 6, pgs. 10-22
6.1.5 Understand and explain slight differences in meaning in related words.	Example: Explain the difference when someone is described as speaking softly and when someone is described as speaking quietly.	-act it out (role playing demonstrations) -connotation vs. denotation	-Student Thesaurus -Indiana Reading List (Reference Tools) Gr. 6-8

**Grade 6**  
**ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE**

**READING: Reading Comprehension (Focus on Informational Materials)**

**Standard 2: Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level- appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.**

Objective	Example	Instructional/Assessment Strategy	Resource
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***Structural Features of Informational and Technical Materials***

<p>6.2.1 Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.</p>	<p>Example: Do a key-word search on the Internet to find information for a research report. Use the section headers for a newspaper to locate information for a report on current world events.</p>	<p>- Using all media, compare and contrast all structures of articles across different periodicals.</p>	<p>-Newspapers -Internet news -Periodicals -Venn Diagram Variations -<u>Integrating Thinking</u> by Bertie Kingore, pgs. 51-58</p>
<p>6.2.2 Analyze text that uses a compare-and-contrast organizational pattern.</p>	<p>Example: Read a section in an English textbook that describes the difference between similes and metaphors. Evaluate how well the organization of the text serves the reader's comprehension.</p>	<p>- Compare and contrast graphic organizers</p>	<p>-Teacher's Resource Book (Scott Foresman Reading) -Literature Celebrations by Bertie Kingore, pg. 25 -<u>Integrating Thinking</u> by Bertie Kingore, pgs. 51-58</p>

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Objective	Example	Instructional/Assessment Strategy	Resource
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***Comprehension and Analysis of Grade-Level-Appropriate Text***

6.2.3 Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.	Example: Read about another culture in a magazine such as Cricket or National Geographic. Then, compare what was learned to descriptions of other peoples and cultures in other reading sources.	-Flow chart -Use a graphic organizer to compare 3 sources on the same topic	-magazines, newspapers, online information - <u>Integrating Thinking</u> by Bertie Kingore, p. 56 -Indiana Reading List (magazines and newspapers) Gr. 3-5 Gr. 3-6
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6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.	Example: Take notes while reading to create an outline or graphic organizer, such as a concept map, flow chart, or diagram, of the main ideas and supporting details from what is read. Read an informational book and summarize the main ideas.	-Create their own outline from book of their choice. -Write ABC book -Write a travel brochure	-Use content area textbooks (Science and Social Studies) - <u>Teaching Without Nonsense</u> by Bertie Kingore, pgs. 44-49 (Important Thing), pgs. 11-14 (Acrostic), pgs. 15-17 (Fact Puzzles), pgs. 26-33 (Concept Maps)
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***Comprehension and Analysis of Grade-Level-Appropriate Text***

6.2.5 Follow multiple-step instructions for preparing applications.	Example: Follow directions to fill out an application for a public library card, a bank savings account, or a membership to a boys' or girls' club, soccer league, YMCA or YWCA, or another extra-curricular organization.	- Teach (model) how to fill out applications. Then, compare what is in common and important on each application. Fill out one on their own.	-Blank applications -Students write to area businesses and request a job application.
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***Expository (Informational) Critique***

6.2.6 Determine the adequacy and appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.	Example: In reading <u>Amelia Earhart: Courage in the Sky</u> by <u>Mona Kerby</u> , note the author's opinions and conclusions. Decide if they are adequately supported by the facts that she presents.	- Pick several characters in the story and ask students to write an opinion about that character. Then, go back to the story to find supporting evidence. Then, students present their evidence to the class. To be done in small groups.	-Indiana ISTEP+ Reading Coach, Grade 6, p. 80-89
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**READING: Reading Comprehension (Focus on Informational Materials)**

**Standard 2:** Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what they read. The selections in the *Indiana Reading List* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, at Grade 2, students read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, poetry, children’s magazines and newspapers, dictionaries and other reference materials, and online information).

Objective	Example	Instructional/Assessment Strategy	Resource
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***Expository (Informational) Critique***

<p>6.2.7 Make Reasonable statements and conclusions about a text, supporting them with accurate examples.</p>	<p>Example: Read some of the 28 poems in Lee Bennett Hopkins’ <i>Been to Yesterdays: Poems of Life</i>, and draw conclusions about what the poet is saying about his experiences in the middle school years. Describe Leonardo daVinci’s greatest achievements, after reading <i>Leonardo da Vinci: Artist, Inventor, and Science of the Renaissance</i> by Francesca Romei.</p>	<p>-Choose a reading selection and have students make statements about the characters, events, etc. Then, give an example of evidence that supports the statement. -Use a T-chart. Students will write several conclusions on current story being read and find evidence in the story</p> <div style="text-align: center;"> <p><u>Topic</u></p> <table style="margin: auto;"> <tr> <td style="padding-right: 20px;">1. conclusion</td> <td style="border-left: 1px solid black; padding-left: 20px;">evidence</td> </tr> <tr> <td></td> <td style="border-left: 1px solid black; padding-left: 20px;">a)</td> </tr> <tr> <td></td> <td style="border-left: 1px solid black; padding-left: 20px;">b)</td> </tr> <tr> <td></td> <td style="border-left: 1px solid black; padding-left: 20px;">c)</td> </tr> </table> </div>	1. conclusion	evidence		a)		b)		c)	<p>-Biographies -Autobiographies (grade level &amp; other levels necessary) -<u>Leveled Readers Resource Guide</u> and <u>Leveled Readers</u> Scott Foresman Reading. -Indiana Reading Lists (Gr. 3-5) (Gr. 6-8)</p>
1. conclusion	evidence										
	a)										
	b)										
	c)										

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Objective	Example	Instructional/Assessment Strategy	Resource
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***Expository (Informational) Critique***

6.2.8 Note instances of persuasion, propaganda, and faulty reasoning in text.	Example: After reading an article by one author on the reasons for repopulating western national parks with wolves and another article by a different author reporting ranchers’ opposition to the program, describe the ways each author tries to persuade the reader.	- Write a letter to principal or parents to persuade. Example: Read <u>Earrings</u> , by Judith Viorst as a springboard. Then, students write their own.	-Persuasive literature -Health Brochures -Health Curriculum -D.A.R.E. Strategies/Curriculum -Theme 6 – Ocean Quest. (Houghton Mifflin Reading)
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**Grade 6**  
**ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE**

**READING: Literary Response and Analysis**

**Standard 3: Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students.**

Objective	Example	Instructional/Assessment Strategy	Resource
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***Structural Features of Literature***

6.3.1 Identify different types (genres) of fiction and describe the major characteristics of each form.	Example: Describe the common characteristics of different types of fiction, such as folklore, mystery, science fiction, adventure fantasy, or biography, and provide examples of each type from books read by students in the class. Use a graphic organizer to show comparisons.	First, read a variety of traditional literature Compare and contrast cartoons or fairy tales, folk tales . . . Write their own fairy tale, folk tale . . . Rewrite - Use a genre to follow the course - Do fairy tale studies in small groups	-Scott Foresman Teacher’s Edition Index (Genres) - <u>Guiding Readers and Writers</u> (Gr. 3-6) (Appendix) - <u>Leveled Reader Resource Guide</u> (Scott Foresman Reading) - <u>Literature Celebrations</u> by Bertie Kingore, pgs. 13-15.
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***Narrative Analysis of Grade-Level-Appropriate Text***

6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.	Example: Read <u>The Lion, the Witch, and the Wardrobe</u> and use the characters of the story to exemplify their effect on the resolution.	- What ifs . . . “Choose your own adventure” books Develop understanding of vocabulary <i>qualities, effect, characteristics</i> found in the standard. Develop understanding of synonyms to describe qualities and characteristics (use a Thesaurus)	-Word Finders -Thesaurus -Indiana Reading List (Reference Tools) Gr. 6-8
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Objective	Example	Instructional/Assessment Strategy	Resource
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***Narrative Analysis of Grade-Level-Appropriate Text***

<p>6.3.3 Analyze the influence of the setting on the problem and its resolution.</p>	<p>Example: Recognize the influence of the settings in a book, such as the role of the North and South in the book <u>The Watsons Go to Birmingham – 1963</u> by Christopher Paul Curtis, in which an African-American family from Michigan goes to visit relatives in Alabama in the summer of 1963.</p>	<p>- Use a picture book or novel to discuss the setting. Then, rewrite a part of the story with emphasis on setting. Change the setting to see what effect it has on the outcome.</p>	<p>-Teacher/student choice of book or story</p>
<p>6.3.4. Define how tone and meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as <u>wild and woolly</u> or <u>threatening throngs</u>), and rhyme.</p>	<p>Example: Describe the features of a poem, such as “Mother to Son: by Langston Hughes, which illustrates many of the characteristics of poetry: sound, rhythm, repetition, and metaphorical language.</p>	<p>- Choose several poems or songs and do choral readings. Then, change one element such as rhythm and rewrite the poem.</p>	<p>-<u>Hailstones &amp; Halibut Bones</u> (Color related) by Mary O’Neil and John Wallner -Indiana Reading List Gr. 3-5 Gr. 6-8 Poetry</p>

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***Narrative Analysis of Grade-Level-Appropriate Text***

<p>6.3.5 Identify the speaker and recognize the difference between first-person (the narrator tells the story from the “I” perspective) and third-person (the narrator tells the story from an outside perspective) narration.</p>	<p>Example: Read an autobiography, such as <u>Michael Jordan: My Story</u>, and compare it to a biography on the same person, such as <u>Michael Jordan</u> by Richard Rambeck. Tell how the life story of the person is shown in different ways when told in the first-person or third-person narration.</p>	<p>- Every story read, discuss the speaker, 1<sup>st</sup> or 3<sup>rd</sup> person Write their own story Have each child write an autobiography (1<sup>st</sup> person). Then, interview a partner and write a biography (3<sup>rd</sup> person).</p>	<p>-Biography.com -A &amp; E Biography -Indiana Reading List Gr. 3-5 Gr. 3-6 (Biographies &amp; Autobiographies)</p>
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<p>6.3.6 Identify and analyze features of themes conveyed through characters, actions, and images.</p>	<p>Example: Analyze the way a theme is developed throughout a book, such as the themes of prejudice and criticism of others shown throughout the events and characters in <u>Summer of My German Soldier</u> by Bette Greene.</p>	<p>- Compare several books of the same theme and write about the character, actions, or images.</p>	<p>-Theme stories (Houghton Mifflin Reading)</p>
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Objective	Example	Instructional/Assessment Strategy	Resource
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***Narrative Analysis of Grade-Level-Appropriate Text***

<p>6.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace</li> <li><input type="checkbox"/> Imagery: the use of language to create vivid pictures in the reader's mind</li> <li><input type="checkbox"/> Metaphor: an implied comparison in which a word or phrase is used in place of another, such as He was drowning in money.</li> </ul>	<p>Example: Select a variety of examples of sports writing from a local or national newspaper. Explain the use of metaphors and symbolism throughout sports writing. Literary Criticism</p>	<ul style="list-style-type: none"> <li>-Write a "formula" poem.</li> <li>-Give students a symbol such as the American Flag, a gold wedding band, a dove, a cross, and have students describe the symbolism the object represents. Then, compare the object to something else using metaphors.</li> </ul>	<ul style="list-style-type: none"> <li>-Scott Foresman Teacher's Edition pgs. 380-381 (Symbols)</li> <li>-Scott Foresman Teacher's Edition Index (Figurative language) (Literary devices)</li> </ul>
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***Literary Criticism***

<p>6.3.8 Critique the believability of characters and the degree to which a plot is believable or realistic.</p>	<p>Example: Read myths such as Hercules or Jason and the Argonauts and discuss the believability of the characters and plots as compared to realistic fiction.</p>	<ul style="list-style-type: none"> <li>-Write their own tall tale</li> </ul>	<ul style="list-style-type: none"> <li>-Myths</li> <li>-Legends</li> <li>-Indiana Reading List Gr.3-5</li> <li>Gr. 3-8 (Folklore/FairyTales, Mythology)</li> </ul>
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**Grade 6**  
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**WRITING: Writing Process**

<b>Standard 4: Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</b>			
<b>Objective</b>	<b>Example</b>	<b>Instructional/Assessment Strategy</b>	<b>Resource</b>
<b><i>Organization and Focus</i></b>			
6.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.		-Keep a log of ideas -Save quick writes, journals and use for later writing	-Various kinds of graphic organizers - <u>Teaching Without Nonsense</u> by Bertie Kingore pgs. 6-10, (Thinking Triangle).
6.4.2 Choose the form of writing that best suits the intended purpose.	- Depending on the audience, choose a form of writing to use. (Persuasive essay)	-Have students write a letter to their parents convincing them of something they want. -Write a letter to the principal.	- <u>Earrings</u> by Judith Viorst
6.4.3 Write informational pieces of several paragraphs that: <input type="checkbox"/> engage the interest of the reader. <input type="checkbox"/> state a clear purpose. <input type="checkbox"/> develop the topic with supporting details and precise language. <input type="checkbox"/> conclude with a detailed summary linked to the purpose of the composition.	- Write a research report on a S.S. or Science topic of choice.	-Integrate with other subject matter -Teach/model each step of the process and then have the students write their own. -Power Writing -Show students an example of a good paper.	Indiana Reading List (Non-Fiction) Gr. 3-5 Gr. 6-8
6.4.4 Use a variety of effective organizational patterns, including comparison and contrast; organization by categories; and arrangement by order of importance or climactic order.	- Write a comparison between two characters, two books by the same author - Write a story	-Teach the organizational patterns for which students are asked to write. -T.E. – compare/contrast, persuasive, narrative . . .	-A “How to . . .” source -Scott Foresman Classroom Routines (Instructional)

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<b>Objective</b>	<b>Example</b>	<b>Instructional/Assessment Strategy</b>	<b>Resource</b>
<b><i>Research and Technology</i></b>			
6.4.5 Use note-taking skills.	- Write an outline from a S.S. chapter	-Teacher models how to take notes in a social studies or science lesson. Example: outline form	-Outline content area texts (Science and Social Studies)
6.4.6 Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.		-Give students a topic to search and have them find e-mail addresses to research a topic. -Give students an e-mail address to look up and describe what they found.	
6.4.7 Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, page orientation.		-Have students rewrite an essay on word processing.	
<b><i>Evaluation and Revision</i></b>			
6.4.8 Review, evaluate, and revise writing for meaning and clarity.	- Peer editing; share work with others	-Compare rough draft to final copy	-Wordfinders -Checklists -Indiana Analytic Writing Development Rubric

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<b>Objective</b>	<b>Example</b>	<b>Instructional/Assessment Strategy</b>	<b>Resource</b>
<b><i>Evaluation and Revision</i></b>			
6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	- Peer editing; share work with others	-Compare rough draft to final copy	-Wordfinders -Indiana Analytic Writing Development Rubric
6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs.	Have students write a topic sentence on an index card. Then write details to follow on the card.	-Create an activity similar to <u>The Ten Important Sentences</u> .	<u>Ten Important Sentences</u> (Scott Foresman Reading)

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**WRITING: Writing Applications (Different Types of Writing and Their Characteristics)**

**Standard 5: At Grade 6, students write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 to 700 words. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 – Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.**

**In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4 – Writing Process to:**

Objective	Example	Instructional/Assessment Strategy	Resource
<p>6.5.1 Write narratives that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> establish and develop a plot and setting and present a point of view that is appropriate to the stories.</li> <li><input type="checkbox"/> include sensory details and clear language to develop plot and character.</li> <li><input type="checkbox"/> use a range of narrative devices, such as dialogue or suspense.</li> </ul>	<p>Example: Write a short play that could be presented to the class. Rewrite a short story that was read in class, telling the story from another point of view.</p>	<ul style="list-style-type: none"> <li>-Use a rubric to assess oral presentation or written form</li> <li>-Use a story map (graphic organizer) to brainstorm ideas for story. Then, help them decide who is telling the story.</li> </ul> <p>Example: 1<sup>st</sup> person, 3<sup>rd</sup> person</p>	<ul style="list-style-type: none"> <li>-<u>The Mysteries of Harris Burdick</u></li> <li>-Pictures used for writing prompts</li> <li>-Scott Foresman Teacher’s Edition Index (Point of view) (Writing forms)</li> </ul>
<p>6.5.2 Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> state the thesis (position on the topic) or purpose.</li> <li><input type="checkbox"/> explain the situation.</li> <li><input type="checkbox"/> organize the composition clearly.</li> <li><input type="checkbox"/> offer evidence to support arguments and conclusions.</li> </ul>	<p>Example: Write successive drafts of a one- or two-page newspaper article about Summer Sports Camps, including details to support the main topic and allow the reader to compare and contrast the different camps described.</p>	<ul style="list-style-type: none"> <li>-Use a rubric to assess oral presentation or written form</li> <li>-Have a “common experience” discussion with your students (in-depth). Then, students will write about their experience using space ordered words.</li> <li>-Teach time-ordered words in order to write a <i>how to experience</i>.</li> </ul>	<ul style="list-style-type: none"> <li>-Scott Foresman Classroom Routines (Instructional #51-61)</li> <li>-Scott Foresman Teacher’s Edition Index (Writing forms)</li> </ul>

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**In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4 – Writing Process to:**

Objective	Example	Instructional/Assessment Strategy	Resource
<p>6.5.3 Write research reports that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> pose relevant questions that can be answered in the report.</li> <li><input type="checkbox"/> support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources, such as speakers, newspapers and magazines, reference books, and online information searches.</li> <li><input type="checkbox"/> include a bibliography.</li> </ul>	<p>Example: Write a research report on George Washington, explaining what Washington accomplished during his presidency and why he is such a significant figure in American history. Write a research report on Native American groups that lived in Indiana and the surrounding states. Include information on whether descendents of these groups still live in the area.</p>	<ul style="list-style-type: none"> <li>-Use a rubric to assess oral presentation or written form</li> <li>-Present final product to the class.</li> <li>-Use rubrics to assess oral presentation and written form.</li> </ul>	<ul style="list-style-type: none"> <li>-Newspapers</li> <li>-Computers</li> <li>-Indiana Analytic Writing Development Rubric</li> </ul>



**Grade 6**  
**ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE**

**WRITING: Writing Applications (Different Types of Writing and Their Characteristics)**

**Standard 5: At Grade 6, students write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 to 700 words. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 – Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.**

**In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4 – Writing Process to:**

Objective	Example	Instructional/Assessment Strategy	Resource
<p>6.5.4 Write responses to literature that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop an interpretation that shows careful reading, understanding, and insight.</li> <li><input type="checkbox"/> organize the interpretation around several clear ideas.</li> <li><input type="checkbox"/> develop and justify the interpretation through the use of examples and evidence from the text.</li> </ul>	<p>Example: After reading some Grimm fairy tales and folk tales from other countries such as Japan, Russia, India, and the United States, write a response to the stories. Identify the beliefs and values that are highlighted in each of these folk tales and develop a theory to explain why similar tales appear in many different cultures.</p>	<p>-Students record own thoughts in a Response Log.</p>	<p>-<u>Indiana ISTEP+ Reading Coach, Grade 6</u> , pgs. 29-235.</p> <p>-Scott Foresman Teacher’s Edition Index (Writing Forms: Response Log) (Responding to Literature)</p>
<p>6.5.5 Write persuasive compositions that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> state a clear position on a proposition or proposal.</li> <li><input type="checkbox"/> support the position with organized and relevant evidence and effective emotional appeals.</li> <li><input type="checkbox"/> anticipate and address reader concerns and counter-arguments.</li> </ul>	<p>Example: Write a persuasive essay on how the class should celebrate the end of the school year, including adequate reasons for why the class should participate in the activity described. Create an advertisement for a product to try to convince readers to buy the product.</p>		<p>-Scott Foresman Classroom Routines (Instructional #59)</p> <p>-Writing Workshop: Theme 5 Houghton Mifflin Reading</p>

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**In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4 – Writing Process to:**

Objective	Example	Instructional/Assessment Strategy	Resource
6.5.6 Use varied word choices to make writing interesting.	Example: Write stories, reports, and letters showing a variety of word choices. (Use <i>delicious</i> instead of <i>good</i> , <i>overcoat</i> or <i>parka</i> instead of <i>coat</i> .)	-Brainstorm class lists of synonyms/antonyms. -Use student writing to proofread and provide more interesting words.	-Thesaurus -Student writing samples
6.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.	Example: Write a review of a favorite book or film for a classroom <i>Writers' Workshop</i> . Use clear organization and careful word choices to help the readers of the review decide if they might be interested in reading the book or viewing the film.	-Students write their own review of their favorite book. -Use rubrics to assess writing. -Share orally with class.	- <u>Guiding Readers and Writers Grades 3-6</u> , (Chapter 5) - <u>Literature Celebrations</u> by Bertie Kingore, p.26 – Character Frame, p. 31- Story Frame. -Scott Foresman Teacher's Edition Index (Writing Forms)

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**ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE**

**WRITING: Written English Language Conventions**

<b>Standard 6: Students write using Standard English conventions appropriate to this grade level.</b>			
<b>Objective</b>	<b>Example</b>	<b>Instructional/Assessment Strategy</b>	<b>Resource</b>
<i>Sentence Structure</i>			
6.6.1 Use simple sentences, compound sentences, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.	<ul style="list-style-type: none"> <li>• Simple sentence: sentences with one subject and verb, such as <i>The pine tree is native to many parts of America.</i></li> <li>• Compound sentence: sentences with two equal clauses, such as <i>The giraffe has a long neck and long legs, but it is a very graceful animal.</i></li> <li>• Complex sentence: sentences that include one main clause and at least one subordinate clause, <i>I just sat at my desk, not knowing what to do next, although others around me were writing furiously.</i></li> </ul>	<ul style="list-style-type: none"> <li>-Locate examples in both reading and writing assignments.</li> <li>-Students write an example of each type of sentence.</li> <li>-Exchange papers and peer edit.</li> <li>-Revise sentences and assess final copy.</li> </ul>	<ul style="list-style-type: none"> <li>-Daily Oral Language</li> <li>-<u>Teacher's Resource Book</u> Scott Foresman Reading.</li> <li>-Student writing samples.</li> <li>-<u>Grammar Practice Book</u> pgs. 17-25 &amp; p. 116.</li> <li>-<u>Indiana ISTEP+ Reading Coach, Grade 6</u>, pgs. 137-141.</li> </ul>

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**WRITING: Written English Language Conventions**

<b>Standard 6: Students write using Standard English conventions appropriate to this grade level.</b>			
<b>Objective</b>	<b>Example</b>	<b>Instructional/Assessment Strategy</b>	<b>Resource</b>
<i>Grammar</i>			
6.6.2 Identify and properly use indefinite pronouns ( <i>all, another, both, each, either, few, many, none, one, other, several, some</i> ), present perfect ( <i>have been, has been</i> ), past perfect ( <i>had been</i> ), and future perfect verb tenses ( <i>shall have been</i> ); ensure that verbs agree with compound subjects.	<ul style="list-style-type: none"> <li>• Indefinite pronouns: <u>Each</u> should do his or her work.</li> <li>• Indefinite pronouns: <u>Many</u> were absent today.</li> <li>• Correct verb agreement: Todd and Amanda <u>were</u> chosen to star in the play.</li> <li>• Incorrect verb agreement: Todd and Amanda <u>was</u> chosen to star in the play.</li> </ul>		<ul style="list-style-type: none"> <li>-Teacher's Resource Book (Scott Foresman)</li> <li>-Grammar Practice Book pgs. 47-71 &amp; 102-111 (Scott Foresman Reading)</li> <li>-Student writing samples</li> <li>-Scott Foresman Weekly Resource Planner (pgs. 17, 21, 54, 55)</li> </ul>

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<b>Objective</b>	<b>Example</b>	<b>Instructional/Assessment Strategy</b>	<b>Resource</b>
<b><i>Punctuation</i></b>			
6.6.3 Use colons after the salutation (greeting) in business letters), semicolons to connect main clauses and commas before the conjunction in compound sentences	<p>-(<i>Dear Sir:</i>)</p> <p>-(<i>The girl went to school; her brother stayed <u>home</u>.</i>)</p> <p>-(<i>We worked all day, but we didn't complete the project.</i>)</p>	-Writing Prompt: Business Letter	<p>-Student writing samples</p> <p>-Daily Oral Language</p> <p>-Scott Foresman Teacher's Edition p. 381C</p> <p>-<u>Indiana ISTEP+ Reading Coach, Grade 6</u> p. 128-132.</p> <p>-<u>Grammar Practice Book (Scott Foresman Reading)</u> (Semicolons pgs. 147-150) (Commas pgs. 132-136) (Conjunctions pgs. 117-120 &amp; pg. 146).</p>
<b><i>Capitalization</i></b>			
6.6.4 Use correct capitalization.		-Assess student writing assignments.	<p>-Daily Oral Language</p> <p>-<u>Indiana ISTEP+ Reading Coach, Grade 6</u>, pgs. 132-133.</p>
<b><i>Spelling</i></b>			
6.6.5 Spell correctly frequently misspelled words	-( <i>their/they're/there, loose/lose/loss, choose/chose, through/threw</i> ).	-Weekly word study	<p>-<u>Indiana ISTEP+ Reading Coach Grade 6</u>, p. 142-143.</p> <p>-Scott Foresman Teacher's Resource Book</p> <p>-Scott Foresman Teacher Resource Planner</p>

**Grade 6**  
**ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE**

**LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications**

**Standard 7: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.**

Objective	Example	Instructional/Assessment Strategy	Resource
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***Comprehension***

6.7.1 Relate the speaker's verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).			-Scott Foresman <u>Weekly Resource Planner</u> , pgs. 3,7,19,65.
6.7.2 Identify the tone, mood, and emotion conveyed in the oral communication.			-Scott Foresman <u>Weekly Resource Planner</u> , pgs. 5,7,19,29,65,71.
6.7.3 Restate and carry out multiple-step oral instructions and directions.			-Scott Foresman <u>Weekly Resource Planner</u> , pgs 5,21,39,41,45,51,53,55,57, 59,69.

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Objective	Example	Instructional/Assessment Strategy	Resource
<b><i>Organization and Delivery of Oral Communication</i></b>			
6.7.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience.			-Scott Foresman <u>Weekly Resource Planner</u> , pgs. 15, 21, 33, 39, 41, 47, 53, 54, 57, 59.
6.7.5 Emphasize important points to assist the listener in following the main ideas and concepts.			-Scott Foresman <u>Weekly Resource Planner</u> , pg. 3.
6.7.6 Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.			-Scott Foresman <u>Weekly Resource Planner</u> , pgs. 3, 5, 7, 15, 17, 51, 63, 65, 67.
6.7.7 Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.			-Scott Foresman <u>Weekly Resource Planner</u> , pgs. 9, 41, 71.

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Objective	Example	Instructional/Assessment Strategy	Resource
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***Analysis and Evaluation of Oral and Media Communications***

6.7.8 Analyze the use of rhetorical devices including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (naming something by using a sound associated with it, such as <i>hiss</i> or <i>buzz</i> ) for intent and effect.			
6.7.9 Identify persuasive and propaganda techniques used in electronic media ( <i>television, radio, online sources</i> ) and identify false and misleading information.			-Scott Foresman <u>Weekly Resource Planner</u> , pgs. 7, 15, 17, 21, 23, 39, 41, 47, 51, 55, 57,59.



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Objective	Example	Instructional/Assessment Strategy	Resource
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***Speaking Applications***

<p>6.7.10 Deliver narrative (story) presentations that:</p> <ul style="list-style-type: none"> <li>• establish a context, plot, and point of view.</li> <li>• include sensory details and specific language to develop the plot and character.</li> <li>• use a range of narrative (story) devices, including dialogue, tension, or suspense.</li> </ul>			<p>-Scott Foresman <u>Weekly Resource Planner</u>, pgs. 3,11,17,21, 29, 31, 35, 41.</p>
<p>6.7.11 Deliver informative presentations that:</p> <ul style="list-style-type: none"> <li>• pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.</li> <li>• develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information.</li> </ul>			<p>-Scott Foresman <u>Weekly Resource Planner</u>, pgs. 9, 11, 47, 55.</p>

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Objective	Example	Instructional/Assessment Strategy	Resource
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***Speaking Applications***

<p>6.7.12 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> <li>• develop an interpretation that shows careful reading, understanding, and insight.</li> <li>• organize the presentation around several clear ideas, premises, or images.</li> <li>• develop and justify the interpretation through the use of examples from the text.</li> </ul>			<p>-Scott Foresman <u>Weekly Resource Planner</u>, pgs. 9, 3, 5.</p>
<p>6.7.13 Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> <li>• provide a clear statement of the position.</li> <li>• include relevant evidence.</li> <li>• offer a logical sequence of information.</li> <li>• engage the listener and try to gain acceptance of the proposition or proposal.</li> </ul>			<p>-Scott Foresman <u>Weekly Resource Planner</u>, pgs. 3, 7, 9, 15, 17, 63, 65, 69.</p>

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Objective	Example	Instructional/Assessment Strategy	Resource
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***Speaking Applications***

<p>6.7.14 Deliver presentations on problems and solutions that:</p> <ul style="list-style-type: none"> <li>• theorize on the causes and effects of each problem.</li> <li>• establish connections between the defined problem and at least one solution.</li> <li>• offer persuasive evidence to support the definition of the problem and the proposed solutions.</li> </ul>			<p>-Scott Foresman <u>Weekly Resource Planner</u>, pgs. 3, 5, 7, 9, 11, 17, 41, 43, 45, 47, 55, 63, 65, 67, 69.</p>
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