

**English Language Arts Curriculum – Grade Six
Diocese of Cleveland
2013**

Language: Handwriting

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

DOC: English Language Arts, DOC: Grade 6, III: Writing Conventions
A. Handwriting

- 1. Write legibly in cursive; space letters and sentences appropriately.

Essential Questions

1. Why do we write in cursive?
2. Why is cursive handwriting important in this age of technology?
3. What role does handwriting play in communication?
4. How does my choice of topics for writing demonstrate my Catholic faith and values?

Statement Regarding Handwriting. Manuscript handwriting, cursive handwriting, and keyboarding are means for communicating thoughts to others in a legible manner. These are not a content subject in themselves, but rather a part of the drafting and editing steps within the writing process. Correct formation, size, slant, and shape of letters in handwriting and proper hand placement for keyboarding should be modeled, taught, and reinforced at all grade levels. Formal cursive instruction begins in second grade and is reinforced in third and fourth grade. In fifth through eighth grades, cursive writing should be remediated and/or reinforced as needed. Keyboarding should be introduced in grade two with practice and reinforcement throughout the grades.

Content

The students will know

1. Cursive
2. Strokes
3. Under curve
4. Down curve
5. Over curve
6. Slant
7. Legibility

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

- Throughout the year and in all writing activities, students will write using the cursive style. They will:
1. Space letters, words, and sentences appropriately.
 2. Use correct strokes to form letters including under curve, down curve, over curve, and slant.
 3. Position papers properly, sit in a good writing position, and hold pencil with correct slant.
 4. Write uppercase and lowercase cursive alphabet legibly.
 5. Write fluidly and legibly in cursive handwriting.

Common Core Vocabulary

Additional Vocabulary

<ol style="list-style-type: none"> 1. Cursive 2. Strokes 3. Under curve 4. Down curve 5. Over curve 6. Slant 7. Legibility 	
Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> 1. Throughout the year, have students write using the cursive style and giving attention to: <ol style="list-style-type: none"> a. positioning papers properly b. sitting in a good writing position c. holding pencil with correct slant d. spacing letters and sentences appropriately e. writing legibly 	<p>Using Cursive Handwriting Formative: Written Assessment</p> <p>Throughout the year, students will write using the cursive style and giving attention to:</p> <ol style="list-style-type: none"> a. positioning papers properly b. sitting in a good writing position c. holding pencil with correct slant d. spacing letters and sentences appropriately e. writing legibly
Resources (Suggested)	Catholic Identity
<ol style="list-style-type: none"> 1. iPad Resources 2. Internet Resources Zaner Bloser Handwriting 	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Rights and Responsibilities <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security. ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

English Language Arts Curriculum – Grade Six
Diocese of Cleveland
2013

Language: Spelling

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They value evidence.
- They use technology and digital media strategically and capably.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Language

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.6.2b. Spell correctly.

Essential Questions

1. Why is it important to use correct spelling?
2. How can usage of spelling rules and patterns improve my written communication?
3. What are the benefits of using resources to improve my spelling?

Content

The students will know

1. Standard spelling rules
2. Exceptions
3. Spelling patterns
4. Reference materials (print and electronic)
5. Mnemonic devices
6. Multiple intelligences
7. Commonly misspelled words
8. Pronunciation

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Utilize standard spelling rules and recognize exceptions to each rule.
2. Recognize spelling patterns in words that have similar sounds (e.g. enough/tough).
3. Use phonics to sound out the spelling of words.
4. Utilize reference materials (print and electronic) to verify spelling in writing.
5. Utilize mnemonic devices to spell commonly misspelled or troublesome words.
6. Use multiple intelligences (oral, visual, kinesthetic, musical, etc.) to remember correct spelling of words.
7. Use homonyms/homophones correctly in writing.
8. Recite correct pronunciation of words to assist in correct spelling.
9. Write fluidly and legibly in cursive handwriting.

Common Core Vocabulary

1. Conventions of standard English
2. Utilize
3. Recognize
4. Correct
5. Verify
6. Use
7. Recite

Additional Vocabulary

1. Standard spelling rules
2. Exceptions
3. Spelling patterns
4. Reference materials (print and electronic)
5. Mnemonic devices
6. Multiple intelligences
7. Commonly misspelled words
8. Pronunciation

Learning Experiences (Suggested)	Assessment (Suggested)
<p>1. Independent Activity. Have students write stories using as many homonyms/homophones as possible. Rewrite the stories with the spelling choices in parentheses (there, their, they're) and have a partner circle the correct spelling.</p> <p>2. Cooperative Group Work. Working in a cooperative group, have students draw a circle and divide it into fourths. Label each of the fourths as: spelling word, definition, part of speech, and draw a sketch to show what it means. Have students use the spelling unit and complete this activity</p> <p>3. Partner Work. With a partner create a crossword puzzle and answer key using all of the spelling words. Exchange puzzle with another team and find the solution.</p> <p>4. Independent Activity. Have students use the spelling words of a unit to create a Wordle. (see Links) Print the Wordle designs and post in the classroom.</p> <p>Spell City Game Wordle</p>	<p>Spelling Story Formative: Class Work Students will write stories using as many homonyms/homophones as possible. They will rewrite the stories with the spelling choices in parentheses (there, their, they're) and have a partner circle the correct spelling.</p> <p>Internet Spelling Game Formative: Technology Project Working in a cooperative group, students will draw a circle and divide it into fourths. Label each of the fourths as: spelling word, definition, part of speech, and draw a sketch to show what it means. They will use the spelling unit and complete this activity for each word.</p> <p>Spelling Crossword Puzzle Formative: Cooperative Group Work Students will work with a partner to create a crossword puzzle and answer key using all spelling words. They will exchange puzzles with another team and find the solution.</p> <p>Wordle Formative: Homework Students will use the spelling words of a unit to create a Wordle. (see Links) They will print the Wordle designs and post in the classroom.</p>
Resources (Suggested)	Catholic Identity
<p>1. iPad Resources</p> <p>2. Internet Resources Jefferson County Schools-Language Arts Presentations</p>	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

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Language: Vocabulary Acquisition and Use

Standards Assessed

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- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Writing

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Language

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- L.6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.6.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- L.6.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.6.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.5a. Interpret figures of speech (e.g., personification) in context.
- L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

1. How does my word choice affect my audience?
2. Why do I need to learn new words?
3. How do affixes and inflections affect word meanings?
4. How can the meaning of unfamiliar words be derived from context clues?

Content The students will know	Skills Bloom's Taxonomy DOK Links The students will be able to
<ol style="list-style-type: none"> 1. Multiple meaning words 2. Context clues 3. Meaningful word part 4. Greek and Latin affixes (prefixes, suffixes) 5. Root 6. Reference materials 7. Range of strategies 8. Context 9. Inferred meaning 10. Word relationships (cause/effect, part/whole) 11. Nuances 12. Figures of speech 13. Connotation (association) 14. Denotation (definition) 15. Domain specific words 16. College and career readiness level 	<ol style="list-style-type: none"> 1. Clarify the meaning of unknown and multiple-meaning words and phrases by using context clues. 2. Analyze meaningful word parts to determine the definition. 3. Utilize general and specialized reference materials. 4. Use the overall meaning of a sentence or paragraph as a clue to the meaning of a word or phrase. 5. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. 6. Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. 7. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 8. Interpret figures of speech in context. 9. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. 10. Distinguish among the connotations (associations) of words with similar definitions (e.g., sting, scrimping, economical, unwasteful, thrifty). 11. Acquire and use accurately grade-appropriate general and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 12. Write fluidly and legibly in cursive handwriting.
Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Multiple meaning words 2. Context clues 3. Meaningful word part 4. Greek and Latin affixes (prefixes, suffixes) 5. Root 6. Reference materials 7. Range of strategies 8. Context 9. Inferred meaning 10. Word relationships (cause/effect, part/whole) 11. Nuances 12. Figures of speech 13. Connotation (association) 14. Denotation (definition) 15. Domain specific words 16. College and career readiness level 	
Learning Experiences (Suggested)	Assessment (Suggested)

<p>1. Word File. Have students keep a file of index cards for words studied in each discipline. When creating the cards, have students indicate the definition, part of speech, prefix, suffix, root word, spelling feature, etc., for each word. Have students use these cards in partner activities to help them build strong vocabularies.</p> <p>2. Cooperative Group Work. Working in groups of three or four, have students make an ABC Book. Have them choose vocabulary words related to a unit being studied in class in one of the disciplines and put each word into context and illustrate the concept within the pages of their ABC books. In planning their book, have students decide what style of writing they will use as well as the overall structure of their book.</p> <p>a. Will they write in verse? b. Will they use graphs, lists of facts, or some other visual aid?</p> <p>For their books, have them choose from among the many style options they have seen in sample ABC books and which are now posted on the chalkboard (or chart paper). Provide students with resources they need to write their ABC Book: (a) checklist (b) rubric (c) storyboard handouts so that students know exactly what they will be expected to demonstrate in their final products. Assign due dates for each component of the project as outlined on the checklist.</p> <p>3. Class Activity. To help students understand the purpose of a word journal, present the class with a list of words from an upcoming book or chapter. The list should include both familiar and unfamiliar words. Give students time to try to define as many words as they can on their own using their prior knowledge. Then gather students in groups to compare their definitions and explain to one another how they knew certain words. The purpose of this activity is to demonstrate that each student knows different words and has a need to learn different words; thus, a personal word journal is useful.</p> <p>4. Creating a Word Journal. Have students create a word journal for each of the content areas they are studying. In the journal have them list the words from the text that they do not know, write what they think the meaning is based on context clues, use a dictionary to record the word's actual definition, and then write a new sentence using the word. This should be an ongoing activity throughout the year.</p> <p>Spell City Game Vocabulary Graphic Organizers Vocabulary Vocabulary Graphic Organizers</p>	<p>Index Word File Formative: Observation Students will keep a file of index cards for words studied in each discipline. When creating the cards, have students indicate the definition, part of speech, prefix, suffix, root word, spelling feature, etc. for each word. Using the cards, students will engage in activities with a partner to help them build strong vocabularies.</p> <p>ABC Book Formative: Cooperative Group Work Working in groups of three or four, students will make an ABC Book. They will choose vocabulary words related to a unit being studied in class in one of the disciplines and put each word into context and illustrate the concept within the pages of their ABC book. In planning their book, students will decide what style of writing they will use as well as the overall structure of their book.</p> <p>a. Will they write in verse? b. Will they use graphs, lists of facts, or some other visual aid?</p> <p>Students will be provided with resources they need to write their ABC Book: (a) checklist (b) rubric (c) storyboard handouts so that students know exactly what they will be expected to demonstrate in their final products.</p> <p>Word Journal Formative: Writing Assignment Students will create a word journal for each of the content areas they are studying. In the journal they will list the words from the text that they do not know, write what they think the meaning is based on context clues, use a dictionary to record the word's actual definition, and then write a new sentence using the word. This should be an ongoing activity throughout the year.</p>
<p>Resources (Suggested)</p>	<p>Catholic Identity</p>

<p>1. iPad Resources</p> <p>2. Literature Connections "Eleven" by Sandra Cisneros <i>Peter and the Shadow Thieves</i> by Dave Barry, Ridley Pearson, and Greg Call <i>James and the Giant Peach</i> by Roald Dahl <i>Roman Myths</i> by Geraldine McCaughrean and Emma Chichester Clark <i>First Facts About the Vikings</i> by Jacqueline Morley <i>Aztec, Inca, and Maya</i> by Elizabeth Baquedano and Barry Clarke <i>Weedflower</i> by Cynthia Kadohata <i>The Christmas Tapestry</i> by Patricia Polacco</p> <p>3. Internet Resources Vocabulary Lessons in Grade 6 Vocabulary Power Workbook 6th Grade Vocabulary Games Sixth Grade Vocabulary Resources 6th Grade Vocabulary Wordle Jefferson County Schools-Language Arts Presentations</p>	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ Care for God's Creation <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.
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Language: Conventions of Standard English

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Writing

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- L.6.1b. Use intensive pronouns (e.g., myself, ourselves).
- L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.*
- L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)*.
- L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- L.6.2b. Spell correctly.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.
- L.6.3b. Maintain consistency in style and tone.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

<ol style="list-style-type: none"> 1. How is written language different from spoken language? 2. What is a complete thought? 3. What makes writing flow? 4. How do correct use of grammar and usage help my reader understand my thoughts and feelings? 	
<p>Content The students will know</p>	<p>Skills Bloom's Taxonomy DOK Links The students will be able to</p>
<ol style="list-style-type: none"> 1. Conventions of standard English grammar 2. Pronouns (subjective, objective, possessive) 3. Intensive pronouns 4. Pronoun number and person 5. Vague Pronouns 6. Conventional language 7. Conventions of standard English (capitalization, punctuation) 8. How to vary sentence pattern for meaning, interest, style 9. Grade-appropriate general academic words and phrases 10. Grade-appropriate domain-specific words and phrases 	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Ensure that pronouns are in the proper case (subjective, objective, and possessive). 3. Use intensive pronouns (e.g., myself, ourselves). 4. Recognize and correct inappropriate shifts in pronoun number and person. 5. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 6. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. 7. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 8. Use punctuation (commas, parenthesis, dashes) to set off nonrestrictive/parenthetical elements. 9. Spell correctly. 10. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 11. Vary sentence patterns for meaning, reader/listener interest, and style. 12. Maintain consistency in style and tone. 13. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. 14. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 15. Write legibly in cursive handwriting. 16. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. 17. Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. 18. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. 19. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 20. Vary sentence patterns for meaning, reader/listener interest, and style. 21. Maintain consistency in style and tone. 22. Write fluidly and legibly in cursive handwriting.
<p>Common Core Vocabulary</p>	<p>Additional Vocabulary</p>

<ol style="list-style-type: none">1. Conventions of standard English grammar2. Pronouns (subjective, objective, possessive)3. Intensive pronouns4. Pronoun number and person5. Vague Pronouns6. Conventional language7. Conventions of standard English (capitalization, punctuation)8. Sentence pattern for meaning, interest, style9. Grade-appropriate general academic words and phrases10. Grade-appropriate domain-specific words and phrases	
Learning Experiences (Suggested)	Assessment (Suggested)

<ol style="list-style-type: none"> 1. Class Activity. Good writing starts with good sentences. Review the rules for punctuation and capitalization with the students. Provide guided practice using the following: <ol style="list-style-type: none"> a. period b. question mark c. exclamation mark d. comma e. parentheses f. dash 2. Independent Work. After reviewing the rules for punctuation and capitalization, have students edit and rewrite a number of sentences and paragraphs correcting all mistakes in punctuation and capitalization. 3. Independent Work. Provide students with a friendly letter that they are to proofread for errors in commas and capitalization. They are to add commas as necessary, cross out incorrect punctuation, cross out the letters that should be capitalized, and use correct punctuation. Have them exchange their work with another student who will check it. 4. Class Activity. Review the following topics of grammar with the students and provide them with guided practice addressing: <ol style="list-style-type: none"> a. subject and predicate (simple and compound) b. linking verbs c. pronouns (subject, object, possessive) d. singular and plural pronouns e. pronoun agreement f. pronouns ending in –self or –selves g. proper and common nouns h. singular, plural, possessive nouns i. verbs and adverbs j. adjectives 5. Independent Work. After reviewing the topics of grammar, have students edit and rewrite a number of sentences and paragraphs correcting all grammatical errors. 6. Writing Activity. Have students write a friendly letter to someone they know that tells about a trip you have taken, or would like to take, to a lost city. Make sure each sentence contains a subject and a predicate, correct use of nouns and pronouns, and correct punctuation. When they are finished, have students read the letter to a partner. Identify the complete and simple subjects and predicates in each sentence. 7. Throughout the year continue to review grammar, punctuation, and sentence structure so as to insure strong writing habits in all students. <p>Sentence Structure Rubric</p>	<p>Punctuation and Capitalization Formative: Writing Assignment After reviewing the rules for punctuation and capitalization, students edit and rewrite a number of sentences and paragraphs correcting all mistakes in punctuation and capitalization.</p> <p>Correcting a Friendly Letter Formative: Class Work Students will be given a friendly letter that they are to proofread for errors in commas and capitalization. They will add commas as necessary, cross out incorrect punctuation, cross out the letters that should be capitalized, and use correct punctuation. They will exchange their work with another student who will check it.</p> <p>Grammatical Errors Formative: Class Work After reviewing the topics of grammar, students will edit and rewrite a number of sentences and paragraphs correcting all grammatical errors.</p>
Resources (Suggested)	Catholic Identity

<p>1. iPad Resources</p> <p>2. Literature Connections <i>James and the Giant Peach</i> by Roald Dahl <i>Talking Eggs</i> by Robert San Souci <i>One More River to Cross: The Stories of Twelve Black Americans</i> by Jim Haskins <i>Project Mulberry</i> by Linda Sue Park <i>Journey of the Sparrows</i> by Fran Leeper Buss <i>Dreaming of America</i> by Eve Bunting <i>The Christmas Tapestry</i> by Patricia Polacco <i>The Westing Game</i> by Ellen Raskin <i>Toothpaste Millionaire</i> by Jean Merrill</p> <p>3. Internet Resources Grammar Blast Popular Grammar Printables 6th Grade Language Arts Skill Builders Language Review Games Grammar Games Grammar Worksheets More Grammar Worksheets Jefferson County Schools-Language Arts Presentations</p>	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ Care for God's Creation <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.
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English Language Arts Curriculum–Grade Six
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Developing Speaking and Listening Skills

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Writing

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective

choices for meaning or style, and to comprehend more fully when reading or listening.

- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Essential Questions

1. How do I listen?
2. What impact does listening have on me?
3. How do I speak effectively?
4. In what ways are ideas communicated orally?
5. Why are discussion rules valuable and necessary?
6. How will listening to others' perspectives help me gain a deeper understanding of a topic?

Content

The students will know

1. Discussion
2. Rules for collegial discussion
3. Topics, texts, issues
4. Active listening skills
5. Collaboration
6. Goals
7. Deadlines
8. Argument
9. Claims
10. Evidence
11. Rhetoric
12. Response
13. Information
14. Elaboration
15. Key ideas
16. Organization
17. Development
18. Style
19. Purpose
20. Audience
21. Theme
22. Relevant ideas
23. Sequence
24. Multiple perspectives
25. Reflection
26. Paraphrasing skills
27. Analysis
28. Evaluation
29. Format
30. Multimedia components
31. Point of view
32. Eye contact
33. Adequate volume
34. Clear pronunciation
35. Formal English

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts and issues, building on others' ideas and expressing their own clearly.
2. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
3. Follow rules for collegial discussions.
4. Establish goals, deadlines, individual roles as needed.
5. Pose and respond to specific questions with elaboration that contributes to the topic.
6. Demonstrate understanding of multiple perspectives through reflection and paraphrasing.
7. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection or paraphrasing.
8. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.
9. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
10. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
11. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
12. Present claims and findings, sequencing ideas logically, and using pertinent information to accentuate main ideas or themes.
13. Use appropriate eye contact, adequate volume, and clear pronunciation.
14. Adapt speech to a variety of contexts and tasks.
15. Demonstrate command of formal English when indicated or appropriate.
16. Write fluidly and legibly in cursive handwriting.

Common Core Vocabulary

1. Discussion
2. Rules for collegial discussion
3. Topics, texts, issues
4. Active listening skills

Additional Vocabulary

<ol style="list-style-type: none"> 5. Collaboration 6. Goals 7. Deadlines 8. Argument 9. Claims 10. Evidence 11. Rhetoric 12. Response 13. Information 14. Elaboration 15. Key ideas 16. Organization 17. Development 18. Style 19. Purpose 20. Audience 21. Theme 22. Relevant ideas 23. Sequence 24. Multiple perspectives 25. Reflection 26. Paraphrasing skills 27. Analysis 28. Evaluation 29. Format 30. Multimedia components 31. Point of view 32. Eye contact 33. Adequate volume 34. Clear pronunciation 35. Formal English 	
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Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> 1. Group Activity. Working with a partner, have students research two people (a list of research pairs provided by the teacher), record information on a Venn diagram, use the information to create dialogue, and turn the dialogue into a poem for two voices. This technique is modeled in <i>Joyful Noise, Poem for Two Voices</i> by Paul Fleishman. Have students orally present their poems. 2. Class Activity. Engage students in an activity designed to help them learn how to participate as an effective listener and contributor during discussions. Finding meaningful things to say about what they've read, as well as participating as an active member of the discussion, requires skills that many students have not yet developed. Use the resource <i>Teaching Students How to Discuss</i> (see Links) to teach and practice participating in discussions. 3. Class Discussion. Arrange desks in a large circle. Using a student or teacher generated topic such as recycling, have students engage in a discussion. 4. Class Discussion. Have students prepare for literary discussions on trade books by having them note character changes, determine a significant event in the story, identify a change in setting and the influence on the plot, make text-to-text connections and/or text-to-self-connections, or find answers to general story questions. 	<p>Writing a Dialogue Formative: Cooperative Group Work Working with a partner, students will research two people (a list of research pairs provided by the teacher), record information on a Venn diagram, use the information to create dialogue, and turn the dialogue into a poem for two voices. Students will orally present their poem to the class.</p> <p>Dramatic Reading Formative: Cooperative Group Work Students will select a scene from a myth or legend that they think is most revealing about a culture such as Russian or American. They will work with their group to present the scene as a dramatic reading and record the reading using a video camera and show it to the class.</p> <p>Literary Discussion Formative: Class Discussion Students will prepare for literary discussions on trade books by noting character changes, determining a significant event in the story, identifying a change in setting and the influence on the plot, making text-to-text connections and/or text-to-self-connections, or finding answers to general story questions.</p>

<p>5. Cooperative Group Work. Have students select a scene from a myth or legend that they think is most revealing about a culture such as Russian or American. Work with their group to present the scene as a dramatic reading. Have them record the reading using a video camera and show it to the class.</p> <p>6. Class Presentations. Using a digital tool, have students present the results of research as they assume the identities of historical figures or witnesses to historical events.</p> <p>7. Writing Directions. Have students practice writing directions (how to carve a pumpkin, etc.), then read their directions and have other students physically follow those directions. This should show students the importance of clarity and word choice as well as the importance of structure, sequencing and organization.</p> <p> How to Use Literature Circles!</p> <p> Literature Circle Job Sheets!</p> <p> Speech Check Sheet!</p>	<p>Following Oral Directions Formative: Class Work Students will practice writing directions (how to carve a pumpkin, etc.), then read their directions and have other students physically follow those directions. This should show students the importance of clarity and word choice as well as the importance of structure, sequencing and organization.</p>
<p>Resources (Suggested)</p> <ol style="list-style-type: none"> iPad Resources Literature Connections <i>Peter Pan</i> by J. M. Barrie <i>Peter and the Starcatchers</i> by Dave Barry, Ridley Pearson, and Greg Call <i>The Secret Knowledge of Grown-Ups</i> by David Wisniewski <i>Favorite Folktales from Around the World</i> by Jane Yolen <i>The Firebird and Other Russian Fairy Tales</i> by Arthur Ransome <i>American Tall Tales</i> by Mary Pope Osborne and Michael McCurdy <p> Active Listening!</p> <p> Persuasive Speeches: Planning a Lesson Series!</p> <p> Teaching Speaking and Listening!</p> <p> Speaking and Listening Worksheets!</p> <p> Speaking and Listening Board Games!</p> <p> Jefferson County Schools-Language Arts Presentations</p>	<p>Catholic Identity</p> <p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ Care for God's Creation <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

English Language Arts Curriculum–Grade Six
Diocese of Cleveland
2013

Writing: Presentation of Knowledge and Ideas

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Writing

Text Types and Purposes¹ 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.6.9a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
- W.6.9b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - L.6.2b. Spell correctly.
- Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.
 - L.6.3b. Maintain consistency in style and tone.
5. Demonstrate understanding of word relationships and nuances in word meanings.
- L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - L.6.5a. Interpret figures of speech (e.g., personification) in context.
 - L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Essential Questions

1. Why write?
2. How do writers express their thoughts and feelings?
3. Who will read my writing?
4. What type of writing will best suit my purpose and audience?
5. How does my topic choice demonstrate my Catholic faith and values?

Content

The students will know

1. Figurative language (similes, metaphors, personification, hyperbole, idioms, etc.)
2. Description
3. Sensory details
4. Poetry
5. Journals
6. Essays
7. Letters
8. E-mail
9. Thank you notes
10. Job applications
11. Websites
12. Writing Process (pre-writing, draft, editing, revision, publication)
13. Purpose
14. Audience
15. Style
16. Transition
17. Writing conventions
18. Relevant facts
19. Introduction
20. Topic sentence
21. Thesis statement
22. Development of topic
23. Conclusion
24. Relationship among ideas and concepts

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Present claims and findings sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
2. Include multimedia components (e.g., graphics, images, music, sound, and visual displays in presentations to clarify information.
3. Adapt speech in a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
4. Generate ideas appropriate for the audience and purpose of self-selected or assigned writing topics.
5. Develop graphic organizers to clarify ideas of writing when appropriate.
6. Compose an effective initial draft with an introduction and conclusion and group related ideas into paragraphs with topic sentences or stanzas.
7. Apply the concepts of figurative language to poetry and prose when appropriate.
8. Prepare a legible cursive draft for publication.
9. Interact and collaborate with others to edit and revise writing.
10. Illustrate consistency of ideas, clarity of structure and/or format, and effectiveness of word choice through revision.
11. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
12. Exhibit command of the conventions of standard English

<p>25. Format 26. Organization</p>	<p>capitalization, punctuation, and spelling when writing. 13. Describe and illustrate various sentence patterns for meaning, reader/listener interest, and style. 14. Use accurately grade-appropriate general academic and domain-specific words and phrases. 15. Incorporate appropriate transitions in writing. 16. Write fluidly and legibly in cursive handwriting. 17. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. 18. Produce and publish writing using technology including the Internet.</p>
<p>Common Core Vocabulary</p>	<p>Additional Vocabulary</p>
<ol style="list-style-type: none"> 1. Conventions of language 2. Reflection 3. Figurative language 4. Sensory details 5. Audience 6. Purpose 7. Analyze 8. Develop 9. Organize 10. Classify 11. Compare/contrast 12. Cause/effect 13. Introduction 14. Conclusion 15. Details 16. Transition 17. Formal/informal style 18. Writing process: pre-writing, drafting, revising, editing 19. Sentence patterns 20. Writing conventions 21. Generate 22. Interact 23. Collaborate 24. Connotation 25. Denotation 	<ol style="list-style-type: none"> 1. Prose 2. Poetry 3. Rhyme scheme 4. End rhyme 5. Eye rhyme 6. Internal rhyme 7. Journal 8. Similes 9. Metaphor 10. Personification 11. Hyperbole 12. Idiom 13. Clichés 14. Imagery 15. Alliteration 16. Onomatopoeia 17. Stanza 18. Essay 19. Letters: business/friendly 20. Salutation 21. Closing 22. Return address 23. Job applications 24. Writing prompt
<p>Learning Experiences (Suggested)</p>	<p>Assessment (Suggested)</p>
<ol style="list-style-type: none"> 1. Class Work. Have students write a marketing piece in which they develop a procedure to select a cell phone based on qualities they think their parents value in a cell phone. Have them present their solution in writing to a marketing company who wishes to use the results to market cell phones to parents of elementary students. Working with a partner, have students critique each other's work using a rubric. 2. Class Activity. Initiate this activity by reviewing the elements of a short story, the importance of conflict, setting and characters. Select a short story to read to the class. Then have the students use a variety of illustrations, sentence descriptions, and a quote from the story to portray the action chronologically in a plot diagram. Have them write a paragraph explaining how the conflict drives the plot toward the resolution using support from the text. 	<p>I Want This Cell Phone Formative: Writing Assignment Students will write a marketing piece in which they develop a procedure to select a cell phone based on qualities they think their parents value in a cell phone. They will present their solution in writing to a marketing company who wishes to use the results to market cell phones to parents of elementary students. Working with a partner, students will critique each other's work using a rubric.</p> <p>What's In a Story? Formative: Writing Assignment After reading a short story to the class, students will use a variety of illustrations, sentence descriptions, and a quote from the story to portray the action chronologically in a plot diagram. They will write a paragraph explaining how the conflict drives the plot toward the resolution using support from the text.</p>

<p>3. Cooperative Group Work. Working in cooperative groups, have students write a parody of a well-known song or poem and then make a video or slide show that displays the theme, tone, and point of view of the parody. Present the video or slide show to the class.</p> <p>4. Partner Activity. Have students work with a partner to make a "Found Poem" using phrases and sentences from other sources to create a new, original poem. (See link)</p> <p>5. Independent Activity. Have students describe an imaginary monster using similes and metaphors in their descriptions. Have other students draw and color the monsters as described.</p> <p> Weaving the Threads: Integrating Poetry Annotation and Web Technology</p> <p> Creative Communication Contest!</p> <p> Willoughby-Eastlake School Website!</p> <p> Plagiarism Checker!</p> <p> Rubric Maker!</p> <p> Web 2.0 Tools!</p> <p> Graphic Organizers!</p>	<p>Writing a Parody Formative: Cooperative Group Work Working in cooperative groups, students will write a parody of a well-known song or poem and then make a video or slide show that displays the theme, tone, point of view of the parody. Present the video or slide show to the class.</p> <p>Monster Descriptions Formative: Writing Assignment Students will write a descriptive piece of a monster using figurative language, vivid diction, and spatial details. They will then exchange writing with another student and each student draws a picture of the monster described in the piece he/she read.</p> <p> Video Rubric Sample!</p> <p> Rubrics–4–Teachers - Creating Rubrics!</p>
<p>Resources (Suggested)</p> <p>1. iPad Resources</p> <p>2. Literature Connections <i>Peter Pan</i> by J. M. Barrie <i>Peter and the Shadow Thieves</i> by Dave Barry, Ridley Peason, and Greg Call <i>Charlie and the Chocolate Factory</i> by Roald Dahl <i>Weedflower</i> by Cynthia Kadohata <i>Something About America</i> by Maria Testa <i>Behind the Mountains</i> by Edwidge Danticat <i>When Jesse Came Across the Sea</i> by Amy Hest and P. J. Lynch</p> <p> Web 2.0 Tools!</p> <p> Creative Writing Prompts!</p> <p> 6th Grade Writing!</p> <p> 30 Ideas for Teaching Writing!</p> <p> Brain Pop!</p> <p> Jefferson County Schools-Language Arts Presentations</p>	<p>Catholic Identity</p> <p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ Care for God's Creation <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

English Language Arts Curriculum–Grade Six
Diocese of Cleveland
2013

Writing: Narrative

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.6.3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.6.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.6.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.6.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- W.6.3e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.6.9a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.*
- L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use

strategies to improve expression in conventional language.*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- L.6.2b. Spell correctly.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.
- L.6.3b. Maintain consistency in style and tone.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.6.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.6.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

1. Why do I write?
2. How is my style of writing influenced by purpose?
3. What is the importance of sharing my writing?
4. How do I approach writing?
5. How does each step in the process impact my writing?
6. How do I evaluate my writing?
7. How can I use evaluation and reflection to improve my writing?

<p>Content The students will know</p>	<p>Skills Bloom's Taxonomy DOK Links The students will be able to</p>
<ol style="list-style-type: none"> 1. Narrative 2. Elements of a story (plot, setting, characters, point of view, conflict, theme) 3. Literary pyramid (exposition, catalyst, rising action, climax, falling action, resolution) 4. Description 5. Dialogue 6. Writing process (pre-writing, drafting, editing, revising, publishing) 7. Purpose 8. Audience 9. Style (formal/informal) 10. Transition 11. Writing conventions 12. Relevant facts 13. Plot development 14. Conclusion 	<ol style="list-style-type: none"> 1. Generate writing topics appropriate for the audience and purpose of self-selected or assigned writing topics. 2. Develop graphic or other organizers to clarify ideas of writing. 3. Generate an effective initial draft by grouping related ideas into paragraphs including topic sentences. 4. Create a narrative with appropriately developed plot, characters, setting, conflict, point of view, theme. 5. Develop a plot that incorporates the elements of the literary pyramid (exposition, catalyst, rising action, climax, falling action, resolution). 6. Sequence the action appropriately in order to keep readers/listeners engaged. 7. Incorporate effective dialogue into the narrative. 8. Describe effectively the characters, plot, setting, actions, etc. 9. Prepare a legible cursive draft for publication.

<p>15. Format 16. Organization</p>	<p>10. Interact and collaborate with others to edit and revise writing. 11. Illustrate consistency of ideas, clarity of sentence structure, and effectiveness of word choice. 12. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 13. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 14. Use accurately grade-appropriate general academic and domain-specific words and phrases. 15. Describe and illustrate various sentence patterns for meaning, reader/listener interest, and style. 16. Incorporate appropriate transitions in writing. 17. Write fluidly and legibly in cursive handwriting. 18. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. 19. Produce and publish writing using technology including the Internet.</p>
<p>Common Core Vocabulary</p> <ol style="list-style-type: none"> 1. Narrative 2. Sequence 3. Dialogue 4. Describe 5. Figurative language 6. Writing process (pre-writing, drafting, editing, revising, publishing) 7. Purpose 8. Audience 9. Style 10. Transition 11. Writing conventions 12. Relevant facts 13. Development of story 14. Organization 	<p>Additional Vocabulary</p> <ol style="list-style-type: none"> 1. Elements of narrative (plot, characters, conflict, point of view, theme) 2. Elements of plot / Literary pyramid (exposition, catalyst, rising action, climax, falling action, resolution) 3. Personification 4. Simile 5. Metaphor 6. Hyperbole 7. Explanatory phrases (she said, he whispered, etc.)
<p>Learning Experiences (Suggested)</p> <ol style="list-style-type: none"> 1. Introductory Activity. Engage students in a series of lessons designed to provide them with the tools they need to write in the narrative form. Use the Learn Zillion videos for Standards W6.3a, W6.3b, W6.3c, W6.3d, and W6.3e. (See Links) 2. Independent Activity. Engage students in the various learning experiences and activities associated with each of the Learn Zillion teaching videos. 3. Modeling Activity. Using an example of a narrative piece, remind students of the characteristics of narrative writing. <ol style="list-style-type: none"> a. Focuses a clear, well-defined incident or series of related events. b. Develops plot, character, and setting with specific detail. c. Orders events clearly. d. Uses description and dialogue as appropriate to develop setting and character. e. Shows events rather than just telling about them. f. Establishes and maintains a tone and point of view. 	<p>Assessment (Suggested)</p> <p>Character Maps Formative: Graphic Organizer After reading a story such as <i>Peter Pan</i> by J. M. Barrie students will work with a partner to create a character map of one of the characters found in the story. As a class, they will discuss the similarities and differences in how the characters develop during the story. Finally, students will write a journal reflection on how we learn from the behavior of literary characters and share their reflection with a partner.</p> <p>Another Point of View Formative: Writing Assignment After reading <i>The True Story of the Three Little Pigs</i> by Jon Scieszka as an example of a story written from a different perspective, students will select a story they are familiar with and rewrite the story or a chapter for a book that reflects another character's point of view.</p>

- g. Uses a logical and effective pattern of organization, such as chronological order, flashback, or flash-forward.
 - h. Uses transitional words and phrases to maintain coherence and establish sequence within and between paragraphs.
4. Class Activity. Read a story such as Peter Pan by J. M. Barrie to the class. Working with a partner, have the students create a character map of one of the characters found in the story. As a class, have them discuss the similarities and differences in how the characters develop during the story. Finally, have the students write a journal reflection on how we learn from the behavior of literary characters and share their reflection with a partner.
 5. Independent Activity. Read The True Story of the Three Little Pigs by Jon Scieszka as an example of a story written from a different perspective. Have them select a story they are familiar with and rewrite story or the chapter for a book that reflects another character's point of view.
 6. Independent Activity. Have students examine a picture for a few minutes, jotting down on a piece of scratch paper or in their writer's notebooks any features or details that they notice. Then have them write a short story about what is depicted in the picture and share their story with the class.

-  [Learn Zillion!](#)
-  [Plagiarism Checker!](#)
-  [Rubric Maker!](#)
-  [Web 2.0 Tools!](#)
-  [Graphic Organizers!](#)
-  [More Graphic Organizers!](#)

Let the Picture Tell the Story
Formative: Writing Assignment

Students will examine a picture for a few minutes, jotting down on a piece of scratch paper or in their writer's notebooks any features or details that they notice. They will then write a short story about what is depicted in the picture and share their story with the class.

Resources (Suggested)

1. iPad Resources
2. Literature Connections
 - Toothpaste Millionaire* by Jean Merrill
 - Math Curse* by Jon Scieszka
 - The True Story of the Three Pigs* by Jon Scieszka
 - Fire From the Rock* by Sharon M. Draper
 - War Comes to Willy Freeman* by James and Christopher Collier
 - Under the Blood Red Sun* by Graham Salisbury
 - Timothy of the Cay* by Theodore Taylor
 - Counting on Grace* by Elizabeth Winthrop
 - Honestly, Red Riding Hood Was Rotten!: The Story of Little Red Riding Hood as Told by the Wolf* by Trisha Speed Shaskan
3. Internet Resources
 -  [Read Write Think!](#)
 -  [Willoughby Eastlake School Web Site!](#)
 -  [Plagiarism Checker!](#)
 -  [Rubric Maker!](#)

Catholic Identity

- ❖ Social Justice Teachings
- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities
- ❖ Care for God's Creation

Rights of Children

- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.



[Web 2.0 Tools](#)



[Jefferson County Schools-Language Arts Presentations](#)

English Language Arts Curriculum–Grade Six
Diocese of Cleveland
2013

Writing: Informative/Explanatory

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.2a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.6.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2e. Establish and maintain a formal style.
- W.6.2f. Provide a concluding statement or section that follows from the information or explanation presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.6.9a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
- W.6.9b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.*

- L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
 - L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - L.6.2b. Spell correctly.
- Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.
 - L.6.3b. Maintain consistency in style and tone.
- Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- L.6.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - L.6.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of word relationships and nuances in word meanings.
- L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

1. Why do I write?
2. How is my style of writing influenced by purpose?
3. What is the importance of sharing?
4. How do I approach writing?
5. How does each step in the process impact my writing?
6. How do I evaluate my writing?
7. How can I use evaluation and reflection to improve my writing?

Content The students will know	Skills Bloom's Taxonomy DOK Links The students will be able to
<ol style="list-style-type: none"> 1. Information 2. Explanation 3. Classification 4. Complex concepts 5. Analysis 6. Development 7. Cause/effect 8. Details 9. Transition 10. Formal/Informal style 11. Writing process: pre-writing, drafting, revising, editing 12. Sentence patterns 13. Writing conventions 14. Graphic organizer 15. Connotation 	<ol style="list-style-type: none"> 1. Generate writing topics appropriate for the audience and purpose of self-selected or assigned writing topics. 2. Develop graphic or other organizers to clarify ideas of writing. 3. Compose an effective initial draft with an introduction and conclusion and group related ideas into paragraphs with topic sentences. 4. Produce informational and/or explanatory writing that supports a main idea with facts, details, examples, and explanations. 5. Formulate a concluding statement or section. 6. Prepare a legible cursive draft for publication. 7. Interact and collaborate with others to edit and revise writing. 8. Illustrate consistency of ideas, clarity of sentence structure, and effectiveness of word choice.

<p>16. Denotation 17. Collaboration</p>	<p>9. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 10. Use appropriate organizational structure (i.e. cause-effect, comparison-contrast, chronological, spatial, etc.) for informational/explanatory pieces. 11. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 12. Use accurately grade-appropriate general academic and domain-specific words and phrases. 13. Describe and illustrate various sentence patterns for meaning, reader/listener interest, and style. 14. Incorporate appropriate transitions in writing. 15. Write fluidly and legibly in cursive handwriting. 16. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. 17. Produce and publish writing using technology including the Internet.</p>
<p>Common Core Vocabulary</p>	<p>Additional Vocabulary</p>
<p>1. Informative 2. Explanatory 3. Audience 4. Purpose 5. Analyze 6. Develop 7. Organize 8. Classify 9. Compare/contrast 10. Cause/effect 11. Introduction 12. Conclusion 13. Details 14. Transition 15. Formal/informal style 16. Writing process: pre-writing, drafting, revising, editing 17. Sentence patterns 18. Writing conventions 19. Generate 20. Interact 21. Collaborate 22. Graphic organizer 23. Organization 24. Connotation 25. Denotation 26. Support</p>	<p>1. Writing process 2. Pre-writing 3. Drafting 4. Editing 5. Revising</p>
<p>Learning Experiences (Suggested)</p>	<p>Assessment (Suggested)</p>
<p>1. Introductory Activity. Engage students in a series of lessons designed to provide them with the tools they need to write in the informative/explanatory form. Use the Learn Zillion videos for Standards W6.2a and W6.2f, which address informational writing. (See Links) 2. Independent Activity. Engage students in the various learning experiences and activities associated with each of the Learn Zillion teaching videos. 3. Partner Activity. Working with a partner, have students</p>	<p>A Person of Interest Formative: Cooperative Group Work Working with a partner, students will select a person they are studying about in social studies and learn all they can about that person by reading biographies, autobiographies, letters or interviews. They will prepare for writing a joint essay about the person by locating credible and reliable information. They will work together in writing a well-developed essay that includes three to four supporting details about the person and edit their writing for</p>

<p>select a person they are studying about in social studies and learn all they can about that person by reading biographies, autobiographies, letters or interviews. Prepare for writing a joint essay about the person by locating credible and reliable information. Work together in writing a well-developed essay that includes three to four supporting details about the person. Have students edit their writing for pronouns, punctuation, and spelling.</p> <p>4. Independent Writing. Have students select a favorite saint to read about and determine the ways in which he/she demonstrated a courageous character. Have them write a well-developed paper explaining how the saint had the courage to live up to his/her convictions. The paper should address:</p> <ol style="list-style-type: none"> The convictions held by the saint, and The challenges he/she faced in which they lived up to their convictions. <p>Have students cite examples of when and how the saint followed their convictions. Cite examples from their readings to justify their statements. Have students edit their writing for the grammar conventions studied.</p> <p> Information Rubric</p> <p> Plagiarism Checker</p> <p> Web 2.0 Tools</p> <p> Graphic Organizers</p>	<p>pronouns, punctuation, and spelling.</p> <p>Favorite Saint Formative: Writing Assignment Students will select a favorite saint to read about and determine the ways in which he/she demonstrated a courageous character. They will write a well-developed paper explaining how the saint had the courage to live up to his/her convictions. The paper will address:</p> <ol style="list-style-type: none"> The convictions held by the saint, and The challenges he/she faced in which he/she lived up to his/her convictions. <p>Students will write about examples of when and how the saint followed his/her convictions. They will cite examples from readings to justify their statements. Finally, they will edit their writing for the grammar conventions studied.</p>
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<p>Resources (Suggested)</p> <ol style="list-style-type: none"> iPad Resources Literature Connections <ul style="list-style-type: none"> <i>J. M. Barrie: The Magic Behind Peter Pan</i> by Susan Bivin Adler <i>Boy: Tales of Childhood</i> by Roald Dahl <i>The Inuit</i> by Suzanne M. Williams <i>Golden Tales: Myths, Legends, and Folktales from Latin America</i> by Lulu Delacre <i>Building an Igloo</i> by Ulli Steltzer <i>Coming to America: The Story of Immigration</i> by Betsy Maestro and Susannah Ryan <i>How People Migrate</i> by Sarah De Capua <i>Kids with Courage: True Stories about Young People</i> <i>Making a Difference</i> by Barbara A. Lewis Internet Resources <ul style="list-style-type: none">  Plagiarism Checker  Willoughby-Eastlake School Website  Web 2.0 Tools  Model Expository/Informative Lessons  Middle School (5-8) Expository Writing  Jefferson County Schools-Language Arts Presentations 	<p>Catholic Identity</p> <p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
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English Language Arts Curriculum–Grade Six
Diocese of Cleveland
2013

Writing: Opinion/Persuasive

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Writing

Text Types and Purposes¹ 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.6.1a. Introduce claim(s) and organize the reasons and evidence clearly.
- W.6.1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- W.6.1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- W.6.1d. Establish and maintain a formal style.
- W.6.1e. Provide a concluding statement or section that follows from the argument presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.6.9a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
- W.6.9b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- L.6.2b. Spell correctly.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.
- L.6.3b. Maintain consistency in style and tone.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

1. Why do I write?
2. How is my style of writing influenced by purpose?
3. What is the importance of sharing?
4. How do I approach writing?
5. How does each step in the writing process impact my writing?
6. How do I evaluate my writing?
7. How can I use evaluation and reflection to improve my writing?

Content

The students will know

1. Arguments
2. Claims
3. Reasons
4. Evidence
5. Fact vs. opinion
6. Writing process (pre-writing, drafting, editing, revising, publishing)
7. Purpose
8. Audience
9. Style (formal and informal)
10. Transition
11. Writing conventions
12. Relevant facts
13. Introduction
14. Topic sentence
15. Thesis statement
16. Development of topic
17. Citation
18. Conclusion
19. Relationship among ideas and concepts
20. Format
21. Organization

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Generate writing topics appropriate for the audience and purpose of self-selected or assigned writing topics.
2. Formulate an opinion on the topic.
3. Draw evidence from sources to support opinion.
4. Develop graphic or other organizers to clarify ideas of writing.
5. Compose an effective initial draft with an introduction and conclusion and group related ideas into paragraphs with topic sentences.
6. Compose persuasive writing that establishes a clear position supported by organized and relevant evidence.
7. Prepare a legible cursive draft for publication.
8. Interact and collaborate with others to edit and revise writing.
9. Illustrate consistency of ideas, clarity of sentence structure, and effectiveness of word choice through revision.
10. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
11. Describe and illustrate bias.
12. Distinguish between fact and opinion.
13. Exhibit command of the conventions of standard English capitalization, punctuation, and spelling when writing.
14. Describe and illustrate various sentence patterns for meaning, reader/listener interest, and style.
15. Use accurately grade-appropriate general academic and domain-specific words and phrases.

16. Establish and maintain a formal style.
17. Incorporate appropriate transitions in writing.
18. Write fluidly and legibly in cursive handwriting.
19. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
20. Produce and publish writing using technology including the Internet.

Common Core Vocabulary

1. Argument
2. Claims
3. Evidence
4. Reasons
5. Audience
6. Purpose
7. Analyze
8. Develop
9. Organize
10. Classify
11. Compare/contrast
12. Cause/effect
13. Introduction
14. Conclusion
15. Details
16. Transition
17. Formal/informal style
18. Writing process: pre-writing, drafting, revising, editing
19. Sentence patterns
20. Writing conventions
21. Generate
22. Interact
23. Collaborate
24. Graphic organizer
25. Connotation
26. Denotation
27. Support

Additional Vocabulary

1. Logic
2. Fact
3. Opinion
4. Bias
5. Persuasion techniques
6. Tone

Learning Experiences (Suggested)

1. **Introductory Activity.** Engage students in a series of lessons designed to provide them with the tools they need to write in the persuasive form. Use the Learn Zillion videos for Standards W6.1, W6.1a, W6.1b, W6.1c, and W6.1e, which address argumentative (opinion/persuasive) writing. (See Links)
2. **Independent Activity.** Engage students in the various learning experiences and activities associated with each of the Learn Zillion teaching videos.
3. **Modeling Activity.** Explain the following elements of persuasive texts:
 - a. The issue is the idea that you are writing about.
 - b. The point of view is your opinion about the issue.
 - c. The evidence is the reasons you are using to frame your argument.
 - d. The examples provide support and help to illustrate the reasons.
 Working with the students, analyze an opinion or persuasive writing piece to identify its elements.

Assessment (Suggested)

- Which Do You Prefer?**
Formative: Writing Assignment
 Students will reflect on a book they have read, have heard as an audio book, or seen as a movie. How is listening to the book, or seeing it as a movie, similar to and different from actually reading the book? Which do they prefer? Why?
 Students will write supporting arguments for their opinion. They will share their responses in a classroom blog and then compare their responses with responses from other members of the class.
- Art of Persuasion**
Formative: Technology Project
 Students will work in groups of three or four to create a podcast of a commercial or public service announcement to persuade an audience to do or buy something. They will share their podcast with the class.
- Letter to the Principal**
Writing Assignment

<p>4. Independent Work. Have students reflect on a book they have read, have heard as an audio book, or seen as a movie. How is listening to the book, or seeing it as a movie, similar to and different from actually reading the book? Which do they prefer? Why? Have students write supporting arguments for their opinion. Share their responses in a classroom blog and then compare their responses with responses from other members of the class.</p> <p>5. Cooperative Group Work. Have students work in groups of three or four to create a podcast of a commercial or public service announcement to persuade an audience to do or buy something. Have them share their podcast with the class.</p> <p>6. Independent work. Have students write a persuasive letter to the principal on a topic they would like to see changed in the school. Their letter should include:</p> <ol style="list-style-type: none"> A clear statement of the idea that they are writing about. Their point of view (opinion) about the issue. Evidence to support the reasons they are using to frame the argument. <p>Submit letters to the principal.</p> <p>7. Socratic Seminar. Working in a Socratic Seminar format, have students discuss a controversial topic where students state an opinion about a topic and are prepared to defend their opinion by providing supporting statements.</p> <p> Learn Zillion!</p> <p> Various Persuasive Graphic Organizers from Great Source</p> <p> Persuasive Writing Rubric!</p> <p> Persuasive Letters!</p> <p> Rubric Maker!</p> <p> Web 2.0 Tools!</p> <p> Graphic Organizers!</p> <p> Socratic Seminar in the Classroom!</p>	<p>Students will write a persuasive letter to the principal on a topic they would like to see changed in the school. Their letter will include:</p> <ol style="list-style-type: none"> A clear statement of the idea that they are writing about. Their point of view (opinion) about the issue. Evidence to support the reasons they are using to frame the argument. <p>Submit letters to the principal.</p> <p>Socratic Seminar Formative: Class Discussion Working in a Socratic Seminar format, students will discuss a controversial topic where students state an opinion about a topic and defend their opinion by providing supporting statements.</p>
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<p>Resources (Suggested)</p> <ol style="list-style-type: none"> iPad Resources Literature Connections <i>Coming to America: The Story of Immigration</i> by Betsy Maestro and Susannah Ryan <i>First Crossings: Stories about Teen Immigrants</i> by Janet Bode <i>Counting on Grace</i> by Elizabeth Winthrop <i>Uprising: Three Young Women Caught in the Fire That Changed America</i> by Margaret Peterson Haddix <i>Lyddie</i> by Katherine Paterson <i>Iqbal</i> by Francesco D'Adamo <i>Leon's Story</i> by Leon Walter Tillage and Susan L. Roth Internet Resources 	<p>Catholic Identity</p> <p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ Solidarity ❖ Care for God's Creation <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
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[Student Writing Samples from Common Core](#)



[Plagiarism Checker](#)



[Web 2.0 Tools](#)



[Higher Order Comprehension: The Power of Socratic Seminar](#)



[The Six Types of Socratic Questions](#)



[Can You Convince Me? Developing Persuasive Writing](#)



[Jefferson County Schools-Language Arts Presentations](#)

- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

English Language Arts Curriculum–Grade Six
Diocese of Cleveland
2013

Writing: Research

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Writing

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.6.9a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
- W.6.9b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- L.6.2b. Spell correctly.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.
- L.6.3b. Maintain consistency in style and tone.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

1. How can I find out information I want to know?
2. How do I evaluate a source's reliability?
3. How can technology enhance understanding?
4. How is my style of writing influenced by purpose?
5. How does each step in the writing process impact my writing?
6. How do I evaluate my writing?
7. How can I use evaluation and reflection to improve my writing?
8. To what extent does my research include respect for cultural differences?

Content

The students will know

1. Sources
2. Plagiarism
3. Topic sentence
4. Thesis statement
5. Works cited/Bibliography
6. Analysis
7. Research
8. Fact vs. opinion
9. Citation/internal citation
10. Note-taking
11. Outlines
12. Writing process (pre-writing, drafting, editing, revising, publishing)
13. Purpose
14. Audience
15. Style (formal/informal)
16. Transition
17. Writing conventions
18. Relevant facts
19. Introduction
20. Development of topic
21. Conclusion
22. Relationship among ideas and concepts
23. Format
24. Organization

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Generate a research question appropriate for the audience and purpose of self-selected or assigned writing topics from fiction and nonfiction.
2. Research the topic through various sources (print, electronic, visual media, etc.).
3. Utilize graphic organizers to organize information.
4. Distinguish between fact and opinion.
5. Evaluate the validity and usefulness of sources.
6. Find and write notes from sources.
7. Organize and outline information from notes.
8. Compare and contrast different genres' approaches to themes and topics.
9. Compose an effective initial draft with an introduction and conclusion and group related ideas into paragraphs with topic sentences.
10. Compose writing that establishes a clear thesis supported by organized and relevant evidence.
11. Devise writing that includes a clear, defining introduction, supporting information, and effective conclusion.
12. Prepare a legible cursive draft for publication.
13. Interact and collaborate with others to edit and revise writing.
14. Illustrate consistency of ideas, clarity of sentence structure, and effectiveness of word choice through revision.
15. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
16. Exhibit command of the conventions of standard English capitalization, punctuation, and spelling when writing.
17. Describe and illustrate various sentence patterns for meaning, reader/listener interest, and style.

	<ol style="list-style-type: none"> 18. Use accurately grade-appropriate general academic and domain-specific words and phrases. 19. Create a works cited list /bibliography for all sources that adheres to MLA format. 20. Incorporate appropriate transitions in writing. 21. Write fluidly and legibly in cursive handwriting. 22. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. 23. Produce and publish writing using technology including the Internet.
Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Digital sources 2. Plagiarism 3. Credibility 4. Evaluate 5. Relevant information 6. Outline 7. Paraphrase 8. Quote/quotation 9. Cite/citation 10. Argument 11. Claims 12. Evidence 13. Reasons 14. Support 15. Audience 16. Purpose 17. Analyze 18. Develop 19. Devise 20. Construct 21. Organize 22. Classify 23. Compare/contrast 24. Cause/effect 25. Introduction 26. Conclusion 27. Details 28. Transition 29. Formal/informal style 30. Writing process: pre-writing, drafting, revising, editing 31. Sentence patterns 32. Writing conventions 33. Generate 34. Interact 35. Collaborate 36. Connotation 37. Denotation 	<ol style="list-style-type: none"> 1. Research question 2. Thesis statement 3. Note taking 4. Word count
Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> 1. Introductory Activity. Engage students in a series of lessons designed to provide them with the tools they need to write research. Use the Learn Zillion videos for Standards W6.7, W6.8, and W6.9. (See Links) 2. Independent Activity. Engage students in the various 	<p>Steps in Writing Research Formative: Class Work Students will create a booklet in which they will outline the steps they will take in preparing a research paper. Their booklet will include the six steps taken to write a research paper with a brief</p>

learning experiences and activities associated with each of the Learn Zillion teaching videos.

3. **Class Activity.** Have students create a booklet in which they will plan the steps they will take in preparing a research paper. Their booklet should include the following steps with a brief description of the meaning of each.

Step 1: Determine the topic or problem. What do I want to write about? What do I want to know about the topic?

Step 2: Research the topic by identifying sources of information and taking notes. Where will I find information about the topic? What are primary sources? What are secondary sources?

Step 3: Determine the thesis statement. What will I discuss in my paper? What is the main point or purpose for the paper?

Step 4: Outline the paper to create the structure of the paper.

Step 5: Write the paper. Write a draft, revise, edit, and then publish.

Step 6: Credit the sources. What sources did I use? Did I quote anything?

Have students do a mini-activity for each step outlined in their research resource booklet.

4. **Independent Work.** After reading an historical novel, such as *Johnny Tremain*, students will research the time period, events and public people mentioned in the story. Have them compare/contrast the researched information with the book.

5. **Cooperative Group Work.** Working in cooperative groups, have students conduct research on a topic they are studying in science or social studies. Have them share ideas, formulate questions they would like to research, plan the research activity, conduct the research, and evaluate the credibility of resources and information obtained. Finally, have them synthesize the information acquired and present their findings in a digital report.

 [Research Areas](#)

 [Plagiarism](#)

 [How to Write a Research Paper](#)

 [Rubric Maker](#)

 [Web 2.0 Tools](#)

 [Graphic Organizers](#)

description of the meaning of each. For each step, students will do a mini-activity for each step outlined.

Accuracy of a Historical Novel
Formative: Writing Assignment

After reading an historical novel, such as *Johnny Tremain*, students will research the time period, events and public people mentioned in the story. They will compare/contrast the researched information with the book.

Research Project
Formative: Cooperative Group Work

Working in cooperative groups, students will conduct research on a topic they are studying in science or social studies. They will share ideas, formulate questions they would like to research, plan the research activity, conduct the research, and evaluate the credibility of resources and information obtained. Finally, they will synthesize the information acquired and present their findings in a digital report.

Resources (Suggested)

1. iPad Resources
2. Literature Connections
 - If Your Name Was Changed at Ellis Island* by Ellen Levine and Wayne Parmenter
 - Through the Eyes of Your Ancestors: A Step-by-Step Guide to Uncovering Your Family's History* by Maureen Alice Taylor
 - Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry

Catholic Identity

- Social Justice Teachings**
- ❖ Life and Dignity of the Human Person
 - ❖ Call to Family, Community, and Participation
 - ❖ Rights and Responsibilities
 - ❖ Care for God's Creation

Rights of Children

- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

Rebels Against Slavery: American Slave Revolts by Patricia C. McKissack and Frederick L. McKissack
Many Thousand Gone: African Americans from Slavery to Freedom by Virginia Hamilton, Leo Dillon, and Dianne Dillon

Wilbur and Orville Wright: Taking Flight by Stephanie Sammartino McPherson and Joseph Sammartino Gardner
William Boeing: Builder of Planes by Sharlene Nelson and Ted Nelson

3. Internet Resources



[OWL: Purdue Online Writing Lab](#)



[Plagiarism Checker](#)



[Web 2.0 Tools](#)



[Scaffolding Methods for Research Paper Writing](#)



[Ohio Treasure Chest of Technology Resources](#)



[6th Grade Research Paper Outline Template](#)



[Jefferson County Schools-Language Arts Presentations](#)

- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

ENGLISH LANGUAGE ARTS CURRICULUM

GRADE SIX

CHECKLIST FOR COMMON CORE STATE STANDARDS & DIOCESAN CURRICULUM

DATE TAUGHT	
CAPACITIES OF THE LITERATE INDIVIDUAL	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
LANGUAGE	
CONVENTIONS OF STANDARD ENGLISH	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Ensure that pronouns are in the proper case (subjective, objective, possessive).
	Use intensive pronouns (e.g., myself, ourselves).
	Recognize and correct inappropriate shifts in pronoun number and person.
	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
	Spell correctly.
KNOWLEDGE OF LANGUAGE	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Vary sentence patterns for meaning, reader/listener interest, and style.
	Maintain consistency in style and tone.
VOCABULARY ACQUISITION AND USE	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DATE TAUGHT	
VOCABULARY ACQUISITION AND USE CONTINUED	
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Interpret figures of speech (e.g., personification) in context.
	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
WRITING	
TEXT TYPES AND PURPOSES	
	Write arguments to support claims with clear reasons and relevant evidence.
	Introduce claim(s) and organize the reasons and evidence clearly.
	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
	Establish and maintain a formal style.
	Provide a concluding statement or section that follows from the argument presented.
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	Use appropriate transitions to clarify the relationships among ideas and concepts.
	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	Establish and maintain a formal style.
	Provide a concluding statement or section that follows from the information or explanation presented.
	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
	Provide a conclusion that follows from the narrated experiences or events.
PRODUCTION AND DISTRIBUTION OF WRITING	
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)
	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DATE TAUGHT	
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Apply grade 6 Reading standards to literature.
	Apply grade 6 Reading standards to literary nonfiction.
RANGE OF WRITING	
	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SPEAKING AND LISTENING	
COMPREHENSION AND COLLABORATION	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
PRESENTATION OF KNOWLEDGE AND IDEAS	
	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.)

NOTES: _____

PARENT GUIDE

GRADE SIX ENGLISH LANGUAGE ARTS CURRICULUM

DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Six.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

CAPACITIES OF THE LITERATE INDIVIDUAL	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
LANGUAGE	
CONVENTIONS OF STANDARD ENGLISH	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Ensure that pronouns are in the proper case (subjective, objective, possessive).
	Use intensive pronouns (e.g., myself, ourselves).
	Recognize and correct inappropriate shifts in pronoun number and person.
	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
	Spell correctly.
KNOWLEDGE OF LANGUAGE	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Vary sentence patterns for meaning, reader/listener interest, and style.
	Maintain consistency in style and tone.
VOCABULARY ACQUISITION AND USE	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

VOCABULARY ACQUISITION AND USE CONTINUED	
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Interpret figures of speech (e.g., personification) in context.
	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
WRITING	
TEXT TYPES AND PURPOSES	
	Write arguments to support claims with clear reasons and relevant evidence.
	Introduce claim(s) and organize the reasons and evidence clearly.
	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
	Establish and maintain a formal style.
	Provide a concluding statement or section that follows from the argument presented.
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	Use appropriate transitions to clarify the relationships among ideas and concepts.
	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	Establish and maintain a formal style.
	Provide a concluding statement or section that follows from the information or explanation presented.
	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
	Provide a conclusion that follows from the narrated experiences or events.
PRODUCTION AND DISTRIBUTION OF WRITING	
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)
	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

