

English Language Arts Curriculum Guide



Grade 6



Moore Public Schools

2001-2002

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day (prompt 170 from the Writing Prompts section in the **Appendices**).

2. Writing (revising) can be tested in a multiple-choice format. Focus on
 - Selecting a sentence that does not belong in a paragraph
 - Combining two sentences
 - Selecting a best topic sentence
 - Ordering sentences correctly
 - Determining the audience for whom the paragraph was written
 - Determining which sentence is grammatically correct and clear

Common mistakes in sentence structure include

- **Fragments** – groups of words that does not make sense by itself. It may be not have a complete verb or may not express a complete thought.
- **Run on sentences** – two complete sentences joined together without any punctuation or with only a comma to separate them.

<h3>Suggested Strategies / Activities for Objective 1</h3>
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1. Use a variety of **prewriting** activities including brainstorming, freewriting, clustering, and notetaking.
2. In pairs or groups of three, have students discuss their papers and suggest ways to **revise** or **edit** each other's papers.
3. Select a number of papers for students to present orally. Make a transparency of students' papers and have them read their papers aloud while the class sees the paper on the overhead. Ask three students (volunteers) to make positive comments about something they like in the papers, then have three different students make suggestions about ways to **revise** the information or **edit** for errors. See Proofreading Checklist, p 31, in the **Appendices**.
4. Teach students to proofread or **edit** their writing using proofreader's symbols. See *Houghton Mifflin English Teacher's Resources*, Level 6, p 52, for Proofreader's Marks.
5. **Publish** students' writings in a variety of ways.
6. Have students **compose/draft** paragraphs and essays at the computer.
7. Teach students to recognize and write the four kinds of sentences (declarative, imperative, interrogative, and exclamatory); e. g., have students label BEST sentences according to type.
8. Provide exercises where students choose the correct sequence of sentences in a

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paragraph.

9. Have students write a variety of multi-paragraph papers such as
 - A biographical account
 - A personal narrative
 - A historical account
 - A detailed travel diary
 - A news account of an event, fiction or non-fiction
 - A set of instructions for playing computer games
 - A set of instructions for using media technology
 - An explanation of a mathematical procedure
 - An evaluation of a product or policy
 - An editorial on a current issue that uses reasoned arguments to support an opinion
 - A speech for a candidate running for school or public office
10. Have students practice the process of **revision** by
 - Writing complete simple, compound, and complex sentences using the process of coordination and subordination.
 - Changing short, choppy, uninteresting sentences into smooth, effective, and interesting ones avoiding cliches and trite expressions.
 - Using vivid adjectives, adverbs, and verbs to replace dull modifiers and verbs.
11. Have students write paragraphs/multi-paragraph papers with
 - A topic sentence/a thesis statement in the first paragraph.
 - Three to five supporting sentences/three to five supporting paragraphs.
 - A closing sentence/a closing paragraph.
12. Have students edit short paragraphs to determine extraneous information, purpose, and audience. The activity will also test content and organization of paragraphs.
13. Have students examine different kinds of errors in sentence structure such as using a prepositional phrase as a complete sentence or using only a present participle verb (one that ends in “ing”) without a helping verb. To help students see the difference, use examples from the lists of Prepositional Phrases (pp 26-28) and Principal Parts of Verbs (pp 19-24) in the **Appendices**.

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Writing	Grade 6					
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Narrative	I	I	R	R	R	R
Descriptive	I	I	R	R	R	R
Expository			I	I	R	R
Persuasive			I	I	R	R

<p style="text-align: center;">District Objective 2</p> <p>The student will communicate through a variety of written forms and for various audiences and purposes (to inform, to persuade, to request, to argue, to entertain, to instruct, to describe).</p> <ol style="list-style-type: none"> 1. Narrative, descriptive, expository, and persuasive paragraphs and longer compositions that establish and support a central idea with a topic sentence; supporting paragraphs with facts, details, explanations or examples; and a concluding paragraph that summarizes the points. 2. Creative stories, plays, and poems using figurative language such as alliteration, personification, simile, and metaphor. 3. Friendly and business letters, “thank you” notes, and invitations. 4. Editorials, reviews, and instructions. 5. Journals. 6. Reports. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Quarter ongoing</td> </tr> <tr> <td style="padding: 5px;">Time See Objective 1</td> </tr> </table>	Quarter ongoing	Time See Objective 1												
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Resources
<p style="text-align: center;">Text Correlation – <i>Houghton Mifflin English (1990)</i></p> <p>See Objective 1 BEST and BEST Supplement See Appendices for Scoring Rubrics (pp 32-39) and Writing Prompts (pp 95-113).</p>

Assessments for Objective 2

1. Have students write a variety of papers in a variety of modes: narrative, descriptive, expository, and persuasive. Three (3) papers using all the steps of the writing process are required. Sample Writing Prompts include these:
 - **Descriptive:** Each of us has a special place we like. It may be our bedroom or

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just a little corner of the dining room. It doesn't need to be grand or beautiful, but it should make you feel good. Describe how it looks and how it makes you feel. Be sure to give details in color and texture. Don't forget about sounds and smells in your favorite place (prompt 74 from the Writing Prompts section in the **Appendices**).

- **Expository:** Write a story explaining one of the following (68):
 - Why we have the Milky Way
 - Why the Beaver's Tail is Flat
 - Why We Have a Rainbow
 - Why the Turtle Has a Shell
- **Persuasive:** Write a persuasive essay in which you convince someone that your favorite sports team is the best.

Suggested Strategies / Activities for Objective 2
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1. Have students summarize their learning in a personal journal or a learning log.
2. Have students interview each other and write a descriptive paragraph of each other.
3. Have students write paragraphs in the content areas using a variety of organizational methods such as
 - Time order
 - Comparison and contrast
 - Reasons
 - Examples
 - Spacial order
 - Cause and effect
4. Publish students' writings in a variety of ways.
5. Teach students the journalistic style of writing:
 - The five *W*'s (who, what, when, where, why) and one *H* (how)
 - The inverted pyramid style of writing
6. In pairs or groups, have students examine different types of writing and discuss the purposes and intended audiences.
7. Have students write creatively from prompts such as calendars, postcards, pictures, artwork, and music.
8. Have students identify the differences between metaphor and simile and have students write creatively using them. (In teaching students about similes and metaphors, use this

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example: in similes A is *like* B; in metaphors, A *is* B.)

9. Have students describe inanimate objects by using human qualities (personification); e.g., give this writing assignment or a similar one: Pretend you are a pair of tennis shoes at your school; describe what a day is like.
10. Provide students opportunity to write and recite poetry using a variety of sound devices and figurative language. For example, have students find examples of onomatopoeia, words where the sound of the word emulates the spelling such as “buzz,” then write using the literary device.
11. Use lyrics to popular songs to illustrate the rhythm of language.

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Grammar/Usage and Mechanics Grade 6											
1	2	3	4	5	6	Eng 7	Eng 8	Eng I	Eng II	Eng III	Eng IV
I	I	I	R	R	R	R	R	M	M	A	A
<p style="text-align: center;">District Objective 3</p> <p>The student will demonstrate appropriate practices in speaking and writing. For example, students are expected to write using complete sentences, and edit for usage, mechanics, and spelling.</p> <ol style="list-style-type: none"> 1. Grammar/Usage: Students are expected to identify and use correctly the eight parts of speech in their writing. <ol style="list-style-type: none"> a. Comparative and superlative forms of adjectives b. Prepositional phrases to elaborate written ideas c. Formation of verb tenses d. Principal parts of verbs and progressive verb forms e. Subject-verb agreement f. Pronoun reference, case, and agreement with antecedent g. Time, place, and manner adverbs and comparative forms of adverbs h. Conjunctions for coordination and subordination i. Appositives and appositive phrases j. Infinitives, gerunds, and participles 2. Mechanics and Spelling <ol style="list-style-type: none"> a. Students are expected to capitalize correctly in their writing. b. Students are expected to punctuate correctly in their writing including <ul style="list-style-type: none"> • Terminal punctuation • Commas to separate words in a series, city and state, quotation and sentence, and to set off nonrestrictive phrases • Quotation marks • Apostrophes in contractions and possessives • Conventions of letter writing c. Students are expected to distinguish correct spelling of commonly misspelled words and homonyms. 3. Sentence Structure – Students are expected to demonstrate appropriate sentence structure in writing. <ol style="list-style-type: none"> a. Correct sentence run-ons and fragments b. Correct dangling and misplaced modifiers c. Differentiate between dependent and independent clauses 										<p>Quarter</p> <p>ongoing</p> <p>and in context</p> <p>of writing</p> <hr/> <p>Time</p> <p>10-12 days</p> <p>per quarter</p>	
<p>● SAT 9 ● EXPLORE ● CRT ● PLAN ● EOI ● ACT ○ AP</p> <p>PASS Standard: WG 3 NCTE National Standards: 4, 6</p>											
Resources											

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Text Correlation – *Houghton Mifflin English (1990)*

Units 1, pp 13-52; 3, pp 83-112; 5, pp 143-188;
7, pp 217-258; 9, pp 289-318; 11, pp 355-384;
13, pp 423-452

Writer's Handbook, pp 531-532 and 535-545

BEST and BEST Supplement

See **Appendices** for

- Common Errors Appearing on Standardized Tests, pp 1-6
- Conjugation Unit, including Principal Parts of Verbs, pp 7-24
- Diagram of Pledge of Allegiance, p 25
- Prepositional Phrases, pp 26-28
- Spelling Activities, pp 40-51
- Spelling Rules, pp 52-69
- Word Lists, pp 70-94

Assessments for Objective 3

1. Have students edit their writing by correcting
 - Sentence fragments and run-on sentences.
 - Agreement problems (subject and verbs, pronouns and antecedents).
 - Faulty mechanics, especially with regard to the use of commas and semicolons.
 - Spelling.
 - Capitalization.
2. Teach students to distinguish between a complete sentence (subject, verb, and complete thought) and an incomplete sentence (fragment). Show students ways to change a fragment into a complete sentence. Use a passage from literature or a piece of writing to assess grammar in context.

Suggested Strategies / Activities for Objective 3

1. Recognize that the English language contains words and phrases from other languages, i.e., *lasagna, quiche, laissez faire, habeas corpus, faux pas, hor d'oeuvre, potpourri, dossier, and modus operandi (PASS RL.1a)*.
2. Teach students to proofread or edit their writing using proofreader's symbols. See *Houghton Mifflin English Teacher's Resources*, Level 6, p 52, for Proofreader's Marks.
3. Teach students to recognize and spell words that have an easily confused sound such as pen-pin.
4. Help students build a vocabulary by having them identify words in newspapers and other

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reading material that they do not understand, write definitions, and practice using the new words in their writing and speaking.

5. Using a dictionary, have students
 - Locate words alphabetically.
 - Use guide words to determine what words are found on the page.
 - Determine correct pronunciation.
 - Determine correct syllabication.
 - Identify part of speech.
 - Locate antonyms and synonyms.
 - Determine the etymology of the word.
 - Define a word in context.
6. In teaching sentence structure, have students diagram sentences. For example, have students analyze the Pledge of Allegiance by diagramming it. See a reproducible copy in the **Appendices**, p 25.
7. Use BEST sentences to teach sentence structure.
8. Provide practice for students to conjugate verbs (see **Appendices**, pp 7-24).
9. Review the mechanics of capitalization and punctuation.
10. Review the basic rules of spelling (see **Appendices**, pp 52-69). For example,
 - Teach students to recognize a base (root) word and have them demonstrate a knowledge of affixes.
 - Teach students the rules that apply to certain suffixes:
 - Add *-er* to form the comparative of adverbs and adjectives; add *-est* to form the superlative.
 - Double a final consonant in a word that ends in one vowel and one consonant when adding *-ing* or *-ed*.
 - Drop the *final e* of a word when adding a suffix that begins with a vowel.
 - Keep the *final e* of a word when the suffix begins with a consonant.

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students to answer after hearing something read. Then after they answer the questions, give students a copy of what they heard and let them check for their own understanding of information presented orally.

5. Test students' listening vocabulary by reading a sentence and asking the student to choose the word that means the same as a word from the sentence.
6. Test listening comprehension by reading a short passage and the asking students a series of questions about the selection.
7. Evaluate students in cooperative groups using an appropriate Group Participation Rating Scale such as the one in the **Appendices**, p 30.

Suggested Strategies / Activities for Objective 4
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1. Read or play a selection of fiction or nonfiction aloud to students and have them recall main ideas, details, and sequence.
2. Have students listen and follow directions given orally, then have them give directions and/or explanations sufficient for someone to understand.
3. Have students listen to reports given by others.
4. Have students paraphrase or summarize what they hear from another source such as a magazine article. Teach students the difference between a summary and a paraphrase. (A summary is much shorter than a paraphrase. Have students summarize information only if they want to keep the general idea of large amounts of material. More detailed notes generally require that the student paraphrase or use direct quotations. Paraphrase means to rephrase. In paraphrasing, the student uses his own words to restate a passage often for the purpose of making the meaning clearer or simpler.)

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means. Evaluate a speaker's message for content, credibility, and delivery using the Delivery of an Oral Presentation rubric in the **Appendices**, p 29.

3. Use Oral Language Checklist in *Houghton Mifflin English Teacher's Resources*, Level 6, p 33.

Suggested Strategies / Activities for Objective 5
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1. Have students
 - Read aloud from a story or poem.
 - Read a part from a play.
 - Give oral reports.
 - Make introductions.
 - Interview another person to gain information.
 - Express their feelings about a character in a story.
 - Prepare and present a speech.
2. Have students debate a topic of interest to them or participate in panel discussions.
3. Have students participate in group meetings in which they
 - Display appropriate turn-taking behaviors.
 - Actively solicit another person's comment or opinion.
 - Offer their own opinions forcefully without dominating.
 - Respond appropriately to comments and questions.
 - Volunteer contributions and respond when directly solicited by teacher or discussion leader.
 - Give reasons in support of opinions expressed.
 - Clarify, illustrate, or expand on a response when asked to do so.
 - Employ a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution).
4. Have students prepare and deliver an individual presentation in which they
 - Use notes or other memory aids to structure the presentation.
 - Develop several main points relating to a single thesis.
 - Engage the audience with appropriate verbal cues and eye contact.
5. Have students produce evidence of making informed judgments about television, radio, film production, historical events, and public policy. Examples of activities include having the students
 - Write a report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences.
 - Give a talk that outlines a plan of action for implementing a new school policy and the reasoning supporting the selected plan over other options.

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- Summarize patterns of media exposure in an oral report.
- Describe the appeal of particularly memorable commercials.
- Explain the use of “propaganda techniques” (e.g., bandwagon, glittering generalities, celebrity) in television commercials.

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Visual Literacy											Grade 6
1	2	3	4	5	6	Eng 7	Eng 8	Eng I	Eng II	Eng III	Eng IV
Introduced and Reinforced at each grade.											

<p style="text-align: center;">District Objective 6</p> <p>The student will distinguish fact, opinion, and fiction in print and nonprint media, such as in literature, electronic media, and advertising.</p> <p>Compare and contrast print, visual, and electronic media, such as film, with a written story.</p> <p>Access information from a variety of media (television, computers, videos, CD- ROMs) and evaluate the quality of material selected.</p> <p>Have students interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.</p> <p>Note: Visual Literacy PASS Standards are met through the reading program.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Quarter</td> </tr> <tr> <td style="text-align: center;">ongoing</td> </tr> <tr> <td style="text-align: center;">Time</td> </tr> <tr> <td style="text-align: center;">4 days</td> </tr> <tr> <td style="text-align: center;">per quarter</td> </tr> </table>	Quarter	ongoing	Time	4 days	per quarter		
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Resources
<p>Text Correlation – <i>Houghton Mifflin English (1990)</i> pp 395-418, 453-488</p>

Assessments for Objective 6

1. Have students prepare and present an advertising unit in which they analyze the techniques used in advertising. For example, have students create a chart or other graphic organizer analyzing an ad in any media. They will list facts and opinions in the ad and draw conclusions about the ad.

2. Have students evaluate a favorite television show, explaining what they perceive to be fact and what is fantasy.

Suggested Strategies / Activities for Objective 6
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1. Have students find newspaper stories, editorials, and letters to the editor illustrating the differences between fact and opinion.

2. Have students select a favorite book, television show, or movie and in small groups discuss what is and is not real about the characters and situations depicted in the story.

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3. Have students use newspaper or magazine advertisements or radio/television commercials to recognize such techniques as exaggeration, emotional appeal, and word choice. Students will evaluate a commercial and write a commercial.
4. Have students rewrite an advertisement to be completely truthful or completely fictional.
5. Have students compare objective reporting and editorial writing. Students may write their own editorial about an objective report.

Career Connection Activities Appropriate for 6th Grade

Objective: Students will learn about career opportunities through this “Getting a Job” unit – 1st semester emphasis.

1. In small groups, have students view the *Career Awareness* videos (available through the district counseling center or Moore-Norman Vo-Tech) and summarize what they have learned. Students will report orally to the class.
2. Have students take an **interest inventory** (available through the school counselors) to determine their field of work.
3. In pairs, have students with the same field of interest **interview** two people working in that field (preferably one male and one female).
4. Teachers will **invite counselors** (in district or outside) and/or college students to come and speak to the class about the educational requirements in various career fields.
5. Have the same student partners **research** their career choice using available resources (software, books, Internet, periodicals) and prepare a **written report**.
6. Each student will prepare an **application** file for a job in his/her field. The application will include a student-prepared résumé (format available in the district English Curriculum Guide), a picture and two letters of reference (one from a peer and one from an adult).
7. Student pairs will write a letter to someone in their field of interest to visit the class and **model an interview**.
8. Each student will complete a **job application** and prepare **to be interviewed**. Student pairs will interview each other in front of the class. (Generic applications are available at the Oklahoma State Employment Agency).
9. After all students have been “hired,” they will each keep a **personal journal** describing their first week on the job. Students should be careful to use career-specific jargon in their writing. Students will present their journals in class.
10. Each student will write a **personal thank-you** note to someone who helped them during this career activity.

Career Connection Activities Appropriate for 6th Grade

Objective: Students will learn about a career in television broadcasting – **2nd semester emphasis.**

1. Build a background knowledge of a newscast by providing opportunities for students to understand the workings of this specific type of television program:
 - Assign viewing of local newscasts
 - Correspond with a local newscast personality via e-mail, television websites, letters, telephone calls
 - Invite local personalities into the classroom to speak to the class about job opportunities in broadcast journalism and answer questions
2. Divide students into groups to work on each segment of a newscast
 - Weather
 - Sports
 - News
 - Special features (e.g., food, health, crime, consumer concerns)
 - Set design
 - Commercials
 - Taping
3. Have student groups write “copy” for each segment. Each group will determine who is “on air.”
4. Have students rehearse their presentation and edit to comply with their “on air” time frame.
5. Videotape news broadcasts and make them available for viewing.
6. Have cross-class reviews of each segment. Corresponding groups will evaluate strengths and weakness.
7. Have all students write thank-you notes to someone who helped during the project.