

**6TH GRADE LANGUAGE ARTS
1ST NINE WEEKS CURRICULUM GUIDE
DEVELOPED SUMMER 2009**

Title: Language Noun Verb Adjective Prepositions Narrative Writing and Speaking: Audience/ Purpose/Prewriting Listening	Time Frame: 1 st Nine Weeks
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Academic Vocabulary: Currently under revision and will be available at a later date.

Grade/Course Level Expectations (GLE/CLE)	Essential Question	Common Experience	Resources	Checks for Understanding (CFU)	Integrations/Connections
GLE 0601.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).	<i>How can knowledge of the different parts of speech improve our writing?</i>	Elements of Language Introductory Course <i>Noun</i> TE p. 323-327 TE p. 405-409 TE p. 410 <i>Prepositions</i> TE p. 360-363 TE p. 375 <i>Adjective</i> TE p. 336-340 TE p. 412 <i>Verb</i> TE p. 347-353	Elements of Language Introductory Course <i>GUM workbook</i> Noun {25-27, 95-98} Prepositions {55-57, 70-75} Adjective {33-37} Verb {45-51, 111-119, 133-145}	✓ 0601.1.1 Know and use appropriately the meaning, forms and functions of nouns (e.g., collective nouns, nouns as objects, predicate nouns), verbs (e.g., agree with the subject in person and number, action verbs that take objects, linking verbs, helping verbs, verb phrases, verb tenses, regular and irregular verb forms), adjectives (e.g., predicate adjectives, comparative and superlative forms), prepositions (place	Online Essay Scorer Airliner/Notebook Activities Smart Language Arts Smart Lessons English PowerPoints Jc-schools PowerPoints Grammar Games Skillswise Grammar

		<p>TE p. 422-433 TE p. 445-466</p>		<p>prepositional phrases correctly according to the words they modify within the sentence).</p> <p>✓ 0601.1.2 Recognize and correct usage errors (e.g., double negatives, troublesome word pairs {to/too/two, their/there/they're, its/it's, sit/set, lie/lay, man/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal})</p>	<p><u>County Funded Resources</u></p> <p>Brainpop United Streaming Thinkfinity Nettrekker</p>
<p>GLE 0601.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.</p> <p>GLE 0601.2.7 Deliver effective oral presentations.</p> <p>GLE 0601.3.1 Write in a variety of modes for a variety of audiences</p>	<p><i>How does writing make thinking visible and clarify understanding?</i></p>	<p>Elements of Language Introductory Course</p> <p>Narrative Writing “A Life Experience” TE p. 27-41 *Plant a Seed</p>	<p>http://www.essaystart.com/Step_by_Step_Guide/topic_Selection.htm</p> <p>Pre-writing Strategies http://www.thinkport.org/Technology/template.tp</p> <p>Story Mapping http://www.readwritethink.org/materials/storymap/index.html</p> <p>Transitions http://www.union.k12.sc.us/ems/Teachers--ELA--</p>	<p>✓ 0601.2.1 Follow multi-step spoken instructions to perform single tasks, to answer questions, and to solve problems.</p> <p>✓ 0601.2.16 Employ presentation skills such as good eye contact, clear enunciation, effective speaking rate and volume, and natural gestures.</p> <p>✓ 0601.3.1 Write in a variety of modes and</p>	<p>Social Studies:</p> <ul style="list-style-type: none"> • History • Culture • Individuals, groups & interactions

<p>and purposes.</p> <p>GLE 0601.3.2 Employ a variety of prewriting strategies.</p> <p>GLE 0601.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.</p> <p>GLE 0601.3.4 Refine strategies for editing and revising written work.</p>			<p>Writing%20Transition%20Words.htm</p>	<p>genres, including description, narration, exposition, persuasion, literary response, personal expression, and imaginative.</p> <ul style="list-style-type: none"> ✓ 0601.3.4 Develop focused, appropriate, and interesting topics for writing. ✓ 0601.3.7 Organize writing using structures appropriate for the topic and that meet the needs of the audience (e.g., if using an anecdote to provide an example, use chronological order with sufficient time signals for the reader to follow easily). ✓ 0601.3.8 Use appropriate and effective words and phrases to indicate the organizational pattern (e.g., problem-solution, with order of steps necessary indicated in the solution). 	
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- ✓ **0601.3.13** Incorporate some variety of syntactic structures for effect when appropriate (e.g., modifying phrases, parenthetical expressions).
- ✓ **0601.3.14** Edit to craft a tone that is appropriate for the topic and audience, and supports the purpose.
- ✓ **0601.3.15** Use language that conveys the writer's point of view.

6TH GRADE LANGUAGE ARTS

2ND NINE WEEKS CURRICULUM GUIDE

Title: Language Pronoun Adverb Conjunction/Interjection Punctuation Expository Writing and Speaking: Audience/ Purpose/Speech Communication Media	Time Frame: 2 nd Nine Weeks
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Academic Vocabulary: Currently under revision and will be available at a later date.

Grade/Course Level Expectations (GLE/CLE)	Essential Question	Common Experiences	Resources	Checks for Understanding (CFU)	Integrations/Connections
GLE 0601.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).	<i>Why do we punctuate? What if we didn't have punctuation marks?</i> <i>Why is the use of quotation marks important in our writing?</i>	Elements of Language Introductory Course <i>Pronoun</i> TE p. 328-335 TE p. 435 TE p. 475-488 <i>Adverb</i> TE p. 357 TE p. 381 <i>Conjunction/Interjection</i> TE p. 364-367 <i>Punctuation</i> Ch. 21 TE p. 561-582 Ch. 22 TE p. 588-606	Elements of Language Introductory Course <i>GUM workbook</i> Pronoun {28-32, 120-123, 155-163} Adverb {52-54} Conjunction/Interjection {58-60} Ch. 21 {237-239, 240-248, 249-250} Ch. 22 {259-261, 262-267, 268-274}	✓ 0601.1.1 Know and use appropriately the meaning, forms and functions of pronouns (e.g., proper pronoun case; objects of prepositions; agreement with antecedents in person and number; indefinite, relative, and demonstrative pronouns), adverbs (e.g., negatives, forms of comparative and superlative phrases), conjunctions (e.g., coordinating, subordinating), interjections . ✓ 0601.1.4 Demonstrate the correct use of commas	Online Essay Scorer Airliner/Notebook Activities Smart Language Arts Smart Lessons English PowerPoints Jc-schools PowerPoints Grammar Games Skillswise Grammar County Funded Resources

				<p>(e.g., after introductory words, to set off appositives and interrupters, before a coordinating conjunction joining independent clauses to form compound sentences), colons (e.g., in business letters, preceding a list of items), semicolons (e.g., to combine sentences), quotation marks (e.g., with explanatory material within the quote, proper use with end marks), and apostrophes (to form singular and plural possessives).</p>	<p>Brainpop United Streaming Thinkfinity Nettrekker</p>
<p>GLE 0601.2.4 Identify the thesis and main points of a speech.</p> <p>GLE 0601.2.6 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.</p>	<p><i>Why is good sentence construction integral to the writing process?</i></p>	<p>Elements of Language Introductory Course</p> <p>Expository Writing “Explaining How” TE p. 94-109</p>	<p>http://www.essaystart.com/Step_by_Step_Guide/topic_Selection.htm</p> <p>Pre-writing Strategies http://www.thinkport.org/Technology/template.tp</p> <p>Story Mapping http://www.readwritethink.org/materials/storymap/index.html</p>	<p>✓ 0601.2.2 Identify the thesis of a speech in which the main idea may be explicitly or implicitly stated, concepts may be more abstract, and extended metaphors may be used, and determine the essential elements that elaborate it.</p> <p>✓ 0601.2.10 Include relevant facts, reasons,</p>	<p>Social Studies:</p> <ul style="list-style-type: none"> • History • Governance & Civics • Culture • Individuals groups & interactions <p>Science:</p> <ul style="list-style-type: none"> • Physical

Transitions

<http://www.union.k12.sc.us/ems/Teachers--ELA--Writing%20Transition%20Words.htm>

details, and examples to support a relatively complicated thesis.

- ✓ **0601.2.13** Logically arrange ideas and group related ideas in ways that enhance the topic.
- ✓ **0601.2.14** Connect ideas using a variety of transition strategies that signal addition of information and relationships between ideas (e.g., use listing words such as *first*, *in addition*, *but*, and *however*).
- ✓ **0601.2.15** Provide an effective conclusion that reinforces the focus of the presentation.
- ✓ **0601.3.3** Create somewhat complicated work-related texts, such as instructions, directions, letters, memos, e-mails, and reports that employ the following techniques:
 - Select a medium or

format appropriate to purpose for writing, and maintain focus on the purpose.

- Use varied strategies to achieve different purposes (e.g., providing facts and details or including examples to illustrate).
- Demonstrate awareness of audience through selection of medium or format, choice of supporting ideas, background information, and word choice and tone.
- Respond to opposing viewpoints and/or anticipate and answer potential questions from audience.
- Use accurate and accessible vocabulary to convey meaning.
- Provide accurate and relevant support for the main points in the text.
- Follow customary formats (e.g., use salutation, closing, and signature for business

letters, and format for memos).

- Include formatting or visual elements to guide readers by highlighting specific categories of information and/or to signal transitions between steps (e.g., headings, bulleted lists).
 - Use graphics and illustrative material effectively to support ideas in the text as appropriate to content and medium.
- ✓ **0601.3.5** Create a thesis statement and include relevant facts, details, reasons, and examples that support the thesis.
- ✓ **0601.3.8** Use appropriate and effective words and phrases to indicate the organizational pattern (e.g., problem-solution, with order of steps necessary indicated in the solution).
- ✓ **0601.3.17** Generate notes

on text, and identify main and supporting ideas.

- ✓ **0601.3.18** Edit writing for mechanics (punctuation, capitalization), spelling, grammar (e.g., consistent verb tense, noun and pronoun agreement).
- ✓ **0601.3.19** Drawing on reader's comments, revise papers to focus on topic or thesis, develop ideas, employ transitions, and identify a clear beginning and ending.

6TH GRADE LANGUAGE ARTS

3RD NINE WEEKS CURRICULUM GUIDE

Title: Language Sentence Structure Types of Phrases and Clauses Capitalization Using Modifiers Persuasive Writing and Speaking: Audience/ Purpose/Writing Listening	Time Frame: 3 rd Nine Weeks
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Academic Vocabulary: Currently under revision and will be available at a later date.

	Essential Question	Common Experiences	Resources	Checks for Understanding (CFU)	Integrations/Connections
GLE 0601.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling). GLE 0601.1.3 Understand and use correctly a variety of sentence structures.	<i>How do the types of sentences improve writing fluency?</i>	Elements of Language Introductory Course Ch. 13 TE p. 374-398 Ch. 18 TE p. 495-512 Ch. 20 TE p. 537-559	Elements of Language Introductory Course <i>GUM workbook</i> Ch. 13 {69, 76-82, 83-86} Ch. 18 {172-175, 176-181, 182-185, 186-190} Ch. 20 {213-220, 221-228}	✓ 0601.1.3 Use capitalization correctly (e.g., proper adjectives, within quotations). ✓ 0601.1.6 Correct run on sentences (e.g., use punctuation, conjunctions, or other means to separate the elements of a run-on) and sentence fragments (i.e., supply the missing sentence elements). ✓ 0601.1.7 Identify and use adjectival and adverbial phrases and clauses. ✓ 0601.1.8 Identify and use appositives and appositive phrases. ✓ 0601.1.9 Identify and use	Online Essay Scorer Airliner/Notebook Activities Smart Language Arts Smart Lessons English PowerPoints Jc-schools PowerPoints Grammar Games Skillswise Grammar County Funded Resources Brainpop

				<p>infinitives and infinitive phrases.</p> <ul style="list-style-type: none"> ✓ 0601.1.10 Determine the difference between independent and subordinate clauses. ✓ 0601.1.11 Recognize and differentiate between simple and compound sentences. ✓ 0601.1.12 Identify the structure in imperative and interrogative sentences. 	<p>United Streaming Thinkfinity Nettrekker</p>
<p>GLE 0601.2.3 Begin to distinguish between a summary and a critique.</p> <p>GLE 0601.2.5 Identify the organizational structure of a speech.</p> <p>GLE 0601.2.8 Participate in work teams and group discussions.</p> <p>GLE 0601.4.1 Define and narrow a problem or research topic.</p>	<p><i>How do writers communicate purposefully and clearly with various audiences?</i></p> <p><i>What questioning techniques are most effective to gain information?</i></p>	<p>Elements of Language Introductory Course</p> <p>Persuasive Essay TE p. 237-254</p>	<p>http://www.essaystart.com/Step_by_Step_Guide/topic_Selection.htm</p> <p>Pre-writing Strategies http://www.thinkport.org/Technology/template.tp</p> <p>Story Mapping http://www.readwritethink.org/materials/storymap/index.html</p> <p>Transitions http://www.union.k12.sc.us/ems/Teachers--ELA--Writing%20Transition%</p>	<ul style="list-style-type: none"> ✓ 0601.2.7 Construct a critique of a speech. ✓ 0601.2.9 Listen actively in group discussions by asking clarifying and elaborating questions and by managing internal (e.g., emotional state, prejudices) and external (e.g., physical setting, difficulty hearing, recovering from distractions) barriers to aid comprehension. ✓ 0601.2.11 Organize oral presentations marinating a 	<p>Social Studies:</p> <ul style="list-style-type: none"> • History • Economics • Culture • Individuals groups, & individuals

20Words.htm

relatively simple three-part structure, previewing the content of presentation in introduction, offering ideas with supporting details, and providing a brief summary or conclusion.

- ✓ **0601.2.12** Use an organizational structure appropriate for the topic and purpose (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).
- ✓ **0601.2.17** Participate productively in self-directed work teams for a particular purpose (e.g., to interpret literature, solve a problem, make a decision) by adhering to the following:
- ✓ **0601.3.2** Practice writing to a prompt within a specified time.
- ✓ **0601.3.6** Develop relevant details or reasons in a manner that meets the

needs of the audience and purpose.

- ✓ **0601.3.11** Use strong verbs and figurative language (e.g., metaphors, similes) for emphasis or creative effect as appropriate to the purpose.
- ✓ **0601.3.12** Use appropriate vocabulary, sentence structure, and usage to distinguish between formal and informal language.
- ✓ **0601.3.13** Incorporate some variety of syntactic structures for effect when appropriate (e.g., modifying phrases, parenthetical expressions).
- ✓ **0601.3.20** Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others.
- ✓ **0601.3.21** Use relatively basic software programs

(e.g., Word, PowerPoint) to write texts and create graphics to present ideas visually and in writing.

- ✓ **0601.4.1** Narrow a topic so that the research process is manageable and the controlling idea is focused.
- ✓ **0601.4.2** Take and organize notes on what is known and what needs to be researched about the topic.

6TH GRADE LANGUAGE ARTS

4TH NINE WEEKS CURRICULUM GUIDE

DEVELOPED SUMMER 2009

Title: Language Research Usage Review Correcting Common Errors Spelling	Time Frame: 4 th Nine Weeks
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Academic Vocabulary: Currently under revision and will be available at a later date.

Grade/Course Level Expectations (GLE/CLE)	Essential Question	Common Experience	Resources	Checks for Understanding (CFU)	Integrations/Connections
GLE 0601.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).	<i>Why do we use different styles of English at different times?</i>	Elements of Language Introductory Course Ch. 19 TE p. 518-535 Ch. 23 TE p. 612-639 Ch. 24 TE p. 643-675	Elements of Language Introductory Course <i>GUM workbook</i> Ch. 19 {199-202, 203-204} Ch. 23 {283-291, 292-295, 296-299} Ch. 24 {308-338}	*Review of all CFU's	Online Essay Scorer Airliner/Notebook Activities Smart Language Arts Smart Lessons English PowerPoints Jc-schools PowerPoints Grammar Games Skillswise Grammar County Funded Resources Brainpop United Streaming

<p>GLE 0601.2.2 Begin to differentiate between summarizing and paraphrasing.</p> <p>GLE 0601.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.</p> <p>GLE 0601.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.</p> <p>GLE 0601.4.4 Write a research paper, using primary and secondary sources and technology and graphics, as appropriate.</p>	<p><i>How is style controlled by such mechanisms as voice, syntax, diction, point of view and mood?</i></p> <p><i>How do I avoid plagiarism?</i></p>	<p>Elements of Language Introductory Course</p> <p>Research Report TE 198-222 *Plant a Seed</p>	<p>http://www.essaystart.com/Step_by_Step_Guide/topic_Selection.htm</p> <p>Pre-writing Strategies http://www.thinkport.org/Technology/template.tp</p> <p>Story Mapping http://www.readwritethink.org/materials/storymap/index.html</p> <p>Transitions http://www.union.k12.sc.us/ems/Teachers--ELA--Writing%20Transition%20Words.htm</p>	<p>✓ 0601.2.3 Differentiate between summarizing and paraphrasing.</p> <p>✓ 0601.2.4 Summarize information presented orally by others in which the main ideas may be explicitly or implicitly stated, including the purposes, major ideas, and supporting details or evidence.</p> <p>✓ 0601.2.6 Construct a summary of a speech.</p> <p>✓ 0601.2.8 Identify the organizational structure of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).</p> <p>✓ 0601.3.6 Develop relevant details or reasons in a manner that meets the needs of the audience and purpose.</p> <p>✓ 0601.3.10 Use accurate</p>	<p>Thinkfinity Nettrekker</p> <p>Social Studies:</p> <ul style="list-style-type: none"> • History • Economics • Governance & Civics • Culture • Individuals, groups, & interactions <p>Science:</p> <ul style="list-style-type: none"> • Physical • Earth & Space
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and precise language to convey meaning.

✓ **0601.3.9** Use text features (e.g., headings, subheadings, formatting) as appropriate to signal simple relationships between ideas.

✓ **0601.3.12** Use appropriate vocabulary, sentence structure, and usage to distinguish between formal and informal language.

✓ **0601.3.16** When other sources are used or referenced (such as in research, informational essays, or literary essays) adhere to the following:

- Acknowledge source material (e.g., list sources).
- Understand the differences between/among quoting, paraphrasing, and summarizing.
- Quote, paraphrase, or summarize text, ideas, or other information taken

from print or other electronic sources.

- Embed quotations and graphics from other sources, when appropriate.

- ✓ **0601.3.22** Identify and explore opportunities for publication (e.g., local/national contests, Internet websites, newspapers, periodicals, school displays).

- ✓ **0601.4.4** Distinguish between primary and secondary sources, defining the characteristics of each and evaluating each for their benefits and limitations.

- ✓ **0601.4.5** Choose among sources provided and those found independently based on the usefulness, credibility, and reliability of the sources.

- ✓ **0601.4.6** Identify reasons for choosing one source over another, including those found on Web sites.

- ✓ **0601.4.7** Identify the characteristics and limitations of source material.
- ✓ **0601.4.8** Provide relevant research information to develop and support a complicated topic.
- ✓ **0601.4.9** Analyze and interpret data in multiple forms (e.g., a bar or circle graph) on a familiar topic
- ✓ **0601.4.10** Collect evidence in various ways (e.g., gathering relevant reasons, examples, and facts; defining key terms and ideas; identifying relationships such as cause-effect).
- ✓ **0601.4.11** Craft an introductory paragraph in which a thesis statement(s) clearly presents the topic of the documented essay.
- ✓ **0601.4.12** Present a body

of well-developed and specific facts and information pertinent to the topic, developed as a series of paragraphs which support the topic.

- ✓ **0601.4.13** Connect ideas using a variety of transition strategies.
- ✓ **0601.4.14** Create an effective organizing structure based on research information (e.g., description, problem-solution, question-answer, comparison-contrast, cause-effect).
- ✓ **0601.4.15** Craft a conclusion in which closure is provided, such as by restating the topic and summarizing findings.
- ✓ **0601.4.16** Acknowledge source material using a predetermined standard format (e.g., APA, MLA).
- ✓ **0601.4.17** Understand the differences among

quoting, paraphrasing, and summarizing.

- ✓ **0601.4.18** Quote, paraphrase, or summarize text, ideas, or other information taken from print or electronic sources.
- ✓ **0601.4.19** Following a standard format and appropriate technology, embed text graphics, including a title, contents page, numbered pages, and a bibliography.
- ✓ **0601.4.20** Include graphics and illustrative material effectively to support research ideas in the text.