

KPBSD LANGUAGE ARTS CURRICULUM GRADE 6

ON-GOING

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text	Assessments
NEW	<p>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.</p> <p>a. 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.</p> <p>b. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	On-going thru year	<p>a.) Students prepare material for discussion using the Listening and Speaking activity on page 509 (an informal discussion) and one or both of the Talk About It activities on page 363 (a group discussion) and page 999 (a panel discussion). As students prepare for the Listening and Speaking activity, emphasize that they should reread the selection to identify points in the reading that support their views. As they prepare for either of the Talk About It activities, remind them first to complete the Think About It chart on the facing page to gather evidence from the unit selections and their own experience. For each activity, make sure that students draw on the results of their rereading or the evidence they have gathered in order to make their points in the discussions.</p> <p>b.) Have students make a checklist of the goals set out in</p>	<p>a.)Talk About It, pp. 363, 999; Listening and Speaking, p. 509</p> <p>b.) Research and Technology, pp. 331, 487; Talk About It, p. 535; Listening and Speaking, p. 779</p> <p>c.) Talk About It, pp. 163, 363, 999; Listening and Speaking, p. 509, 779</p> <p>d.) Talk About It, pp. 363; Listening and Speaking, p. 509</p>	

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			<p>the assignment on the student page. Have them add any interim steps that they may need to accomplish, such as conducting preliminary research to divide the topic into subtopics and then assigning different group members to research different subtopics. Have students set reasonable deadlines for each step and goal on their list, ending with the deadline you assign for the project. Have them monitor their progress by checking off each step as they accomplish it. Remind students to present their information in a collegial format in which each group member participates.</p> <p>c.) Students complete the Talk About It activities on page 163 (a persuasive speech) or page 999 (a panel discussion) or the Listening and Speaking activity on page 779 (a debate), emphasizing the directions on the student page that invite the students to take questions from the audience. For the panel discussion or debate, have panel or debate team members ask specific questions of each other</p>		
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			<p>as well. Remind students to cite details from unit selections they read and/or their own experiences as support and elaboration for their responses to the questions posed. To further support and reinforce the standard, enrich the Talk About It activity on page 363 (a group discussion) and the Listening and Speaking activity on page 509 (an informal discussion) by asking students in each group to pose and respond to questions during their discussions. Also encourage them to hold a question-and-answer session with the rest of the class after they present their summaries.</p> <p>d.) Students complete Talk About It activity on page 363 (a group discussion) and the Listening and Speaking activity on page 509 (an informal discussion), emphasizing the directions to summarize the group's ideas at the end of their group discussions. Remind students to include multiple perspectives of different group members in their summaries. Then, as students</p>		
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			offer their summaries, check that they have included key ideas and demonstrate understanding of multiple perspectives, including those that they do not personally share.		
2.6.1	Student will look up spelling or definitions of words in dictionaries, or correct misspellings using software programs, including choosing the correct spelling option among several choices (L)	On-going thru year			
KPBSD	Use pre-writing strategies to select topic and collect and organize detail	On-going thru year			

FIRST QUARTER

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text	Assessments
NEW 2.3.1	Vary sentence patterns for meaning, reader/listener interest, and style.*				
NEW 2.3.4	Ensure that pronouns are in the proper case (subjective, objective, possessive).		Students read the instruction on pronouns in the Integrated Language Skills Grammar feature on page 108. Enrich the material by explaining that the case of a pronoun is the form it takes to show its use in a sentence. Note that personal pronouns can be divided into two cases, subjective (also called nominative) and objective, and that possessive pronouns are actually a third case.	Pronouns, p. 108	
NEW 2.3.4	Use intensive pronouns (e.g., myself, ourselves).		Provide students with the following chart of intensive and reflexive pronouns. After students study the chart, offer these usage tips: <ul style="list-style-type: none"> • Singular intensive and reflexive pronouns end in <i>-self</i>; plural, in <i>-selves</i> In formal English, there is no such word as <i>ourself</i> or 	Grammar features on pages 108 and 130.	

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			<p><i>themselves</i>.</p> <ul style="list-style-type: none"> • The third-person singular intensive or reflexive pronoun for males is <i>himself</i>. In formal English, there is no such word as <i>hissself</i>. • The third-person plural intensive or reflexive pronoun is <i>themselves</i>. In formal English, there is no such word as <i>theirselves</i> (or <i>theirsself</i>). • In formal English, intensive pronouns cannot be used without an antecedent nearby. <p>Incorrect: <i>Himself</i> thinks he is the boss, but he is not.</p> <p>Correct: <i>He himself</i> thinks he is the boss, but he is not.</p>		
<p>NEW</p> <p>2.1.1</p> <p>2.2.3</p> <p>2.2.1</p> <p>2.1.3</p> <p>2.4.3</p> <p>2.1.4</p>	<p>Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. 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.</p>			<p>Writing: Autobiographical Narrative, p. 63</p> <p>Description: Descriptive Essay, pp. 86–91</p> <p>Writing: Dramatic Scene, p. 109</p> <p>Writing: Personal</p>	<p>COMMON</p> <p>QUARTER</p>

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	<p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>			<p>Anecdote, p. 131</p> <p>Timed Writing: Description, p. 139</p> <p>Narration: Autobiographical Narrative, pp. 154–161</p> <p>Response to Literature: Review, pp. 264–269</p> <p>Narration: Short Story, pp. 354–361</p>	
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SECOND QUARTER

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/Possible Integration	Resources and Text	Assessment
NEW	Interpret information presented in diverse media (included but not limited to podcasts) and formats (e.g., visually, quantitatively/ data-related, orally) and explain how it contributes to a topic, text, or issue under study.				
2.3.3	Identify and/or correct mistakes in punctuation (i.e., quotation marks for dialogue, commas in dates, salutations and closings in letters, and commas in a series), and capitalization				
NEW 2.3.4	Recognize and correct inappropriate shifts in pronoun number and person.*				
KPBSD	Use descriptive adjectives and adverbs, vivid verbs, and precise nouns to increase clarity.				
2.6.3	Use a word processor's formatting features to produce a final draft				

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2.1.2	Use paragraph form: indent or use paragraph breaks, and place paragraph breaks appropriately (L)				
2.3.2	Identify and/or correct mistakes in spelling (e.g., grade-appropriate, high frequency words, homophones, and contractions)				
NEW 2.2.2 2.1.1 2.1.3 2.4.3 2.1.4	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. 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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-</p>			<p>Writing: News Report, p. 41</p> <p>Timed Writing: Letter, p. 71</p> <p>Writing to Compare Fiction and Nonfiction, p. 85</p> <p>Writing to Compare Symbols, p. 153</p> <p>Exposition: How-to Essay, pp. 462–467</p> <p>Exposition: Problem-and-Solution Essay, pp. 614–619</p> <p>Exposition:</p>	COMMON QUARTER

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	<p>specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>			<p>Comparison-Contrast Essay, pp. 668–675</p> <p>Exposition: Cause-and-Effect Essay, pp. 800–807</p>	
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THIRD QUARTER

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text	Assessment
NEW	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		<p>Ask students to complete the Communications Workshop on evaluating a persuasive message on page 366. Have students focus on the content of persuasive messages, separating fact from opinion, and analyzing the logic of the persuasive argument presented to support a claim. Discuss the types of claims most commonly found in television advertising:</p> <ul style="list-style-type: none"> • One type of claim is a statement of fact—a statement that can be proven true or false. Unless the fact is commonly known and accepted, a factual claim 	Communications Workshop, p. 366; Talk About It, p. 535; Listening and Speaking, p. 779	

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			<p>needs to be logically supported, or proven, with evidence such as scientific studies, eyewitness accounts, or expert opinions.</p> <ul style="list-style-type: none"> • Another type of claim is a statement about the value or worth of something. A value judgment should also be supported logically; evidence might take the form of facts that show why the thing is useful, efficient, inexpensive, and so on. A value statement is not well supported if the only evidence offered is that many people would agree to the statement or if the value statement is presented as a statement of fact. As students evaluate the television advertisement for the Workshop activity, have them identify and evaluate the reasoning used and claims presented as well as the kind of evidence presented for each claim. 		
NEW 2.3.4	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*				
NEW 2.3.3	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*				

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2.1.3	Student will organize and sequence ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words and phrases that reveal order or chronology, comparison/contrast) (L)				
2.4.1	Student will rearrange and/or add details to improve focus and to support main ideas, to clarify topic sentence, and to make sequence clear				
2.6.2	Student will use a thesaurus to find synonyms for common words (L)				
2.2.3	Student will use expressive language when responding to literature or producing text (e.g., writer's notebook, memoirs, poetry, plays/drama or lyrics) (L)				
NEW	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal</p>			Exposition: Persuasive Essay, pp. 526–533	COMMON QUARTER

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	<p>style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>				
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FOURTH QUARTER

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text	Assessment
2.4.2	Student will give/receive appropriate feedback and use established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (L)				
NEW	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.		To cover the standard, have students complete the Communications Workshop on a problem-solution proposal on page 538. As you present the instruction on the student page, stress that the ideas students present should be logically sequenced and that the descriptions, facts, and details they use as evidence should be pertinent to their main ideas. Emphasize the section on delivery, which stresses the importance of speaking slowly and clearly and using eye contact and gestures to keep the audience engaged.	Communications Workshop, pp. 538, 1002; Listening and Speaking, pp. 435, 855	
NEW	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		To cover the standard, have students complete the activities for a multimedia presentation in the Research the Author feature on page 187, for a research	Research the Author, p. 187; Research and Technology, p. 331;	

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			<p>presentation in the Research and Technology feature on page 331, for a persuasive speech in the Communications Workshop on page 680, for an oral report in the Listening and Speaking feature on page 855, and/or for a multimedia report in the Writing Workshop on pages 906–911. Have students apply the guidance on the student pages to choose and use multimedia components and visual displays that best clarify the information they are presenting. Enrich the instruction by presenting these points:</p> <ul style="list-style-type: none"> • Choosing a few strong audio or visual elements that have a clear meaning and relevance to the presentation is often better than using a large number of elements that are not clearly connected. For example, for students doing the Research and Technology presentation on gold mining in Canada, many slides showing scenes of western Canada may not be as effective as a few historic pictures of gold miners there. • Using multimedia components 	<p>Communications Workshop, p. 680; Listening and Speaking, p. 855; Writing Workshop, pp. 906–911</p>	
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			<p>throughout the presentation, rather than clustering their use at one point, creates better pacing and will be more appealing and less confusing to an audience.</p> <ul style="list-style-type: none"> • Visuals such as maps, charts, and diagrams—and any labels or other text on them—should be large enough and clear enough to be easily seen at a distance, and they should not contain more labels or text than the audience can readily absorb. • Sound components such as background music or special effects should not be so loud that they drown out the spoken part of the presentation. <p>Guide students in applying these tips as they prepare and deliver their presentations.</p>		
NEW 2.3.4	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*				
KPBSD	Student will incorporate effective attention-grabbing opener: use strong lead to grab audience's attention				
2.2.4	Student will introduce the use of diagrams, charts, or illustrations with captions/labels in research projects (L)				

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KPBSD	Formulated questions to guide research refocusing the inquiry when appropriate.				
KPBSD	Draw evidence form literary of informational texts to support analysis, reflection, and research.				
KPBSD	Utilize note-taking strategies; words, phrases, fragments, paraphrasing.				
NEW 2.4.4 2.5.1	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.				
NEW	Conduct short research project to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			Research: Multimedia Report, pp. 906– 911 Research: Research Report, pp. 988–997	COMMON QUARTER