

# Key Information about the Reading Language Arts Program/Harcourt Brace Collections – Sixth Grade

The Lakewood City Schools Language Arts Program is aligned with the Ohio Academic Content Standards, K –12 English Language Arts.

## I. Lakewood City Schools Course of Study

- Arranged by 10 mandated Standards (general statement of what all students should know and be able to do)
- Each Standard coordinated with Benchmarks (Benchmarks are used to measure a student’s progress toward meeting the standard)  
4-7 Reading, 5-7 Writing, Research and Communication
- Each Benchmark coordinated with Grade Level Indicators (checkpoints that measure knowledge all students demonstrate at each grade level)
- Grade 6 OPT and grade 10 OGT outcomes referenced in Grade Level Indicators
- Grade 6 OPT and grade 10 OGT outcomes and assessments listed at the end of each Standard
- Harcourt Brace teaching resources and suggested practices have been aligned with Indicators (story titles in bold print)
- Teacher’s Notes section included for personal ideas

## II. Connections to Harcourt Brace

- Matrix–style document provides Reading and Grammar Focus Skills, Focus Reading Strategy, Writing Strategy, and Spelling/Phonics Strategy for each story
- Assists in determining which stories best teach the Grade Level Indicators
- Includes Companion selections with titles, genre and focus skill
- Includes 6<sup>th</sup> grade Appendix A: Activity Suggestions and Resource List

## III. Collections: Harcourt Brace Teacher’s Editions

- Six manuals (one per theme): one student book
- Provides a comprehensive overview
- Introductory pages at the beginning of each story include 5-day lesson plans and essential strategies and information
- Instructional strategies offered throughout the lesson/story
- Management options and extension of skills and strategies offered at the end of the story
- Two tabbed sections at end of each manual (Theme Resources and Additional Resources) include Comprehension and Activity cards, Rubrics, IRI, etc.

## IV. Collections: Additional Reading Texts

- *Grand Explorations* Intervention Reader
- Guided Reading Library

## Lakewood City Schools Language Arts Course of Study – Sixth Grade

### **Phonemic Awareness, Word Recognition, and Fluency Standard**

Students in the primary grades learn to recognize and decode printed words, developing the skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of third grade they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

### **Grades Four – Eight**

*Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pitch. They plan control over a wider, complex sight vocabulary and over complex, longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.*

## Lakewood City Schools Language Arts Course of Study – Sixth Grade

### Acquisition of Vocabulary Standard

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge or words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

<b>Key: HB = Harcourt Brace</b>	<b>T = Transparency</b>	<b>WS = Worksheet</b>	<b>PB = Practice Book</b>
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4-7 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Use context clues and text structures to determine the meaning of new vocabulary.</p> <p>C) Apply knowledge of connotation and denotation to learn the meaning of words.</p>	<p><b>By the end of Grade 6, the student will:</b></p> <p><b><i>Contextual Understanding</i></b></p> <ol style="list-style-type: none"> <li>1. Define the meaning of unknown words by using context clues and the author’s use of definition, restatement and example.</li> <li>2. Apply knowledge of connotation and denotation to determine the meaning of words.</li> </ol>	<p><b>“View from Saturday”</b> Th 1 HB – Vocabulary with each story, overheads, use context clues</p> <p>Practice worksheets make use of context clues</p> <p><b>“Febold Feboldson”</b> Th 4</p>
<p>B) Infer word meaning through identification and analysis of analogies and other word relationships.</p>	<p><b><i>Conceptual Understanding</i></b></p> <ol style="list-style-type: none"> <li>3. Identify analogies and other word relationships including synonyms and antonyms to determine the meaning of words.</li> <li>4. Interpret metaphors and similes to understand new uses of words and phrases in text.</li> </ol>	<p>HB – PB 25 / HB – Spelling Lessons Brainstorm lists Use Thesaurus <b>“Febold Feboldson”</b> Th 4</p> <p>HB – Theme 5 Search through poems for metaphors and similes, discuss and write your own (perhaps from student generated synonym lists)</p>

	5. Recognize and use words from other languages that have been adopted into the English language.	HB – Theme 6 Keep a running list on poster of words that class has encountered from various readings. HB – “Cybursurfer” Th 6 Spelling list Word study boxes
D) Use knowledge of symbols, acronyms, word origins and derivations to determine the meaning of unknown words.  E) Use knowledge of roots and affixes to determine the meaning of complex words.	<b><i>Structural Understanding</i></b> 6. Apply the knowledge of roots and their various inflections, prefixes and suffixes to analyze the meanings of words.  7. Identify symbols and acronyms and connect them to whole words.	“ <b>The Best School Year Ever</b> ” Th 1 HB – Themes 4, 5, 6 – Spelling Lessons Using words from poster created for grade level indicator #5, add different prefixes and suffixes and determine meaning of newly created words  HB – Theme 6 – PB 197
F) Use multiple resources to enhance comprehension of vocabulary.	<b><i>Tools and Resources</i></b> 8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features such as definitional footnotes or sidebars.	Vocabulary work with novels

<b>Related Assessments</b>	<b>Teacher Notes:</b>
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## Lakewood City Schools Language Arts Course of Study – Sixth Grade

### Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies Standard

Students develop and learn to apply strategies, such as predicting and recalling, that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

4-7 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.</p>	<p><b>By the end of Grade 6, the student will:</b></p> <p><b><i>Comprehension Strategies</i></b></p> <ol style="list-style-type: none"> <li>1. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems.</li> </ol>	<p>HB – “Set Purpose” Day 1 of each story            HB – Theme 1 – T30, PB 32            Ask students what they read and why they read it. Link their reasons to purposes for reading.            Add a column to reading log for students to identify their purpose for reading a selection.</p>
<p>B) Apply effective reading comprehension strategies, including summarizing, and making predictions and comparisons using information in text, between text and across subject areas. <b>(R6.2, 6.5, 6.10, 6.11, 6.14)*</b></p>	<ol style="list-style-type: none"> <li>2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.</li> <li>3. Make critical comparisons across texts, noting author’s style as well as literal and implied content of text. <b>(R6.14)*</b></li> </ol>	<p><b>“My Side of the Mountain”</b> Th 4            Form a T-Chart  <b>“Seventh Grade”</b> Th 5</p> <p>Text-to-Text Comparisons (including movies)            Companion Selection Activities            Comprehension Card #8</p>

	<p>4. Summarize the information in text, recognizing important ideas and supporting details, and noting gaps or contradictions. <b>(R6.2, 6.11)*</b></p> <p>5. Select, create and use graphic organizers to interpret textual information.</p>	<p>Summary Worksheets throughout Find 2-3 sources on a topic. Assign a group to each source. Each group lists main ideas and supporting details. As a class, look for similarities/gaps/contradictions. <b>“Out of Darkness: The Story of Louis Braille”</b> Th 5 <b>“Wright Brothers”</b> Th 6</p> <p>Companion Selections HB- Story Map – PB worksheets Graphic Organizer Suggestions: Compare/Contrast = Venn Diagram Sequential = Flow Chart Cause/Effect = T-Chart Problem/Solution = T-Chart</p>				
<p>C) Make meaning through asking and responding to a variety of questions related to text.</p>	<p>6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media. <b>(R6.3, 6.4, 6.12, 6.13)*</b></p>	<p>HB-think About It Questions &amp; Monitoring Comprehension Questions throughout selection Book Reports Use QAR (Question/Answer/Relationship) Chart to model different levels of questions.</p> <table border="1" data-bbox="1451 930 1980 1122"> <tr> <td>Right There (Literal)</td> <td>Think &amp; Search (Inferential)</td> </tr> <tr> <td>Author &amp; Me (Evaluative)</td> <td>On My Own (Synthesizing)</td> </tr> </table>	Right There (Literal)	Think & Search (Inferential)	Author & Me (Evaluative)	On My Own (Synthesizing)
Right There (Literal)	Think & Search (Inferential)					
Author & Me (Evaluative)	On My Own (Synthesizing)					
<p>D) Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.</p>	<p><b><i>Self-Monitoring Strategies</i></b></p> <p>7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p> <p>8. List questions and search for answers within the text to construct meaning.</p>	<p>Focus strategies throughout HB strategies Model this re-reading strategy: Have students skim a passage and then take notes on what they remember.</p> <p>Look back and add information to notes</p> <p>Summarize notes</p>				

	<p><b><i>Independent Reading</i></b></p> <p>9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).</p> <p>10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p>Book Reports Conference with students to discuss their interests and then recommend some books. (Ask your librarian for help!)</p> <p>Provide class time to read! SSR (Sustained Silent Reading) (Model this, too!)</p>
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<p><b>*Related Proficiency Outcomes/ Related Assessments</b></p> <p><b>R6.2 and R6.11</b> Summarize the text.</p> <p><b>R6.3 and R6.12</b> Infer from the text, and/or</p> <p><b>R6.4 and R6.13</b> Respond to the text.</p> <p><b>R6.5</b> Compare and contrast aspects of the text, for example, characters or setting.</p> <p><b>R6.10</b> Analyze the text, examining, for example, author's use of comparison and contrast, cause and effect, or fact and opinion.</p> <p><b>R6.14</b> Compare and/or contrast aspects of the text.</p>	<p><b>Teacher Notes:</b></p>
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<p>F) Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text. <b>(R6.11)*</b></p>	<p>4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text. <b>(R6.11)*</b></p>	<p>Model how to find key words by highlighting them and then use those words to write a summary as a class. (See <u>Six Way Paragraphs</u> – Jamestown Publishers.)</p>
<p>E) Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic. <b>(R6.15)*</b></p>	<p>8. Summarize information from informational text, identifying the treatment, scope and organization of ideas. <b>(R6.15)*</b></p>	<p>HB – Theme 6 – T176  <b>“I Want to Be an Astronaut”</b> Th 6</p>

<p><b>*Related Proficiency Outcomes/  Related Assessments</b></p>	<p><b>Teacher Notes:</b></p>
<p><b>R6.10</b> Analyze the text, examining, for example, author’s use of comparison and contrast, cause and effect, or fact and opinion.</p> <p><b>R6.11</b> Summarize the text.</p> <p><b>R6.15</b> Critique and evaluate the text for such elements as organizational structure and logical reasoning.</p> <p><b>R6.18</b> Explain how an author uses contents of a text to support his/her purpose for writing.</p>	

## Lakewood City Schools Language Arts Course of Study – Sixth Grade

### Reading Applications: Literary Text Standard

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author’s use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

4-7 Benchmarks	Grade Level Indicators	Teaching Resources
A) Describe and analyze the elements of character development. <b>(R6.1, 6.5)*</b>	<b>By the end of Grade 6, the student will:</b> 1. Analyze the techniques authors use to describe characters including narrator or other character’s point of view; character’s own thoughts, words or actions. <b>(R6.1, 6.5)*</b>	<b>“Summer of the Swan”</b> Th 1 <b>“Knots in my Yo-Yo String”</b> Th 1 <b>“Seventh Grade”</b> Th 5 <b>“Fall Secrets”</b> Th 5 HB – Story Map WS Rewrite a story from a different point of view. Comprehension Cards #5 and #6.
B) Analyze the importance of setting. <b>(R6.1, 6.5)*</b>	2. Identify the features of setting, and explain their importance in literary text. <b>(R6.1, 6.5)*</b>	<b>“Seventh Grade”</b> Th 5 <b>“Fall Secrets”</b> Th 5 HB – Story Map WS Take a familiar story and change the setting. Write a new story that reflects the setting change. Comprehension Card #2.
C) Identify the elements of plot, and establish a connection between an element and a future event. <b>(R6.1)*</b>	3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next. <b>(R6.1)*</b>	<b>“Number the Stars”</b> Th 2 <b>“Seventh Grade”</b> Th 5 <b>“Fall Secrets”</b> Th 5 HB – Story Map WS As a pre- or post-activity, list all events on index cards. Mix them up. Have students try to tell the story with as few cards as possible. Comprehension Card #3.

D) Differentiate between the points of view in narrative text. <b>(R6.1, 6.6)*</b>	4. Explain first, third and omniscient points of view, and explain how voice affects the text. <b>(R6.1, 6.6)*</b>	<b>“Knots in my Yo-Yo String”</b> Th 1 After reading a passage, have students dramatize the story in first, third, or narrator perspective.
E) Demonstrate comprehension by inferring themes, patterns and symbols.	5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures. <b>(6.1)*</b>	Example: Use a Cinderella story from three cultures (Chinese, Russian, American) and discuss themes, patterns and symbols. Comprehension Card #4
F) Identify similarities and differences of various literary forms and genres.	6. Explain the defining characteristics of literary forms and genres including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction.	HB – reinforced with each selection in the textbook
G) Explain how figurative language expresses ideas and conveys mood. <b>(R6.6)*</b>	7. Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax. <b>(R6.6)*</b>	<b>“Febold Feboldson”</b> Th 4 HB – Theme 5 – T144 Comprehension Cards #5 and #6

<b>*Related Proficiency Outcomes/ Related Assessments</b>	<b>Teacher Notes:</b>
<p><b>R6.1</b> Analyze aspects of the text, examining, for example, characters, setting, plot, problem/solution, point of view, or theme.</p> <p><b>R6.5</b> Compare and contrast aspects of the text, for example, characters or setting.</p> <p><b>R6.6</b> Critique and evaluate the text.</p>	<p><b>NOTE:</b></p> <p>These two Sixth Grade Learning Outcomes are <b>not</b> met by Ohio content standards:</p> <p style="text-align: center;">Strand II – Extending Meaning with Fiction Selections</p> <p style="padding-left: 40px;"># 8. Express reasons for recommending or not recommending the text for a particular audience or purpose.</p> <p style="padding-left: 40px;"># 9. Explain how author uses contents of text to support his/her purpose for writing.</p>

## Lakewood City Schools Language Arts Course of Study – Sixth Grade

### Writing Processes Standard

Students’ writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

5-7 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Generate writing topics and establish a purpose appropriate for the audience.</p> <p>B) Determine audience and purpose for self-selected and assigned writing tasks.</p> <p>C) Clarify ideas for writing assignments by using graphic or other organizers.</p>	<p><b>By the end of Grade 6, the student will:</b></p> <p><b><i>Prewriting</i></b></p> <ol style="list-style-type: none"> <li>1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.</li> <li>2. Conduct background reading, interviews or surveys when appropriate.</li> <li>3. Establish a thesis statement for informational writing or a plan for narrative writing.</li> <li>4. Determine a purpose and audience.</li> <li>5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.</li> </ol>	<p>Formula Writing HB Writing Assignment</p> <p>Theme 1 - Writing Formula Writing HB Writing Lessons</p> <p>HB Theme 3 – Comprehension Cards</p> <p>Formula Writing HB Writing Lessons</p>

<p>D) Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs, and the logic and effectiveness of word choices. <b>(W6.2, 6.3, 6.4)*</b></p> <p>E) Select more effective vocabulary when editing by using a variety of resources and reference materials.</p> <p>F) Edit to improve fluency, grammar and usage.</p>	<p><b><i>Drafting, Revising and Editing</i></b></p> <p>6. Organize writing beginning with an introduction and concluding with a resolution of plot, closing statement or a summary of important ideas and details. <b>(W6.2)*</b></p> <p>7. Vary simple, compound and complex sentence structures. <b>(W6.5, 6.6)*</b></p> <p>8. Group related ideas into paragraphs, including topic sentences following paragraph form and maintaining a consistent focus across paragraphs.</p> <p>9. Vary language and style as appropriate to audience and purpose. <b>(W6.3)*</b></p> <p>10. Use available technology to compose text.</p> <p>11. Reread and analyze clarity of writing. <b>(W6.4)*</b></p> <p>12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose. <b>(W6.1, 6.4)*</b></p> <p>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning. <b>(W6.4)*</b></p> <p>14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.</p> <p>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.</p>	<p>HB – Language Handbook and Harcourt Writing Rubrics 6-15 are reinforced with most HB Writing Assignments</p> <p>HB – Themes 1 and 2 – Grammar Lessons “<b>Darnell Rock...</b>” Th 1 Grammar “<b>Number the Stars</b>” Th 2 Grammar</p> <p>Formula Writing</p> <p>“<b>Number the Stars</b>” Th 2 Skill</p> <p>“<b>Pyramids</b>” Th 3</p> <p>Daily Edit Practice HB – Theme 5 – T159 A &amp; B, T160</p>
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G) Apply tools to judge the quality of writing.	16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	HB – Writing Assignments Writing Checklists HB - Rubrics
H) Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. <b>(W6.7)*</b>	<b>Publishing</b> 17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	

<b>*Related Proficiency Outcomes/ Related Assessments</b>	<b>Teacher Notes:</b>
<p><b>W6.1</b> Focus on the topic with adequate supporting ideas or examples.</p> <p><b>W6.2</b> Exhibit a logical organizational pattern that demonstrates a sense of flow and conveys a sense of completeness and wholeness.</p> <p><b>W6.3</b> Exhibit word choice appropriate to the subject, the purpose and the intended audience.</p> <p><b>W6.4</b> Communicate clarity of thought.</p> <p><b>W6.5</b> Use complete sentences except where purposeful phrases or clauses are desirable.</p> <p><b>W6.6</b> Write legibly using cursive or manuscript.</p> <p><b>W6.7</b> Demonstrate correct usage, correct spelling of frequently used words, and correct punctuation and capitalization.</p>	

## Lakewood City Schools Language Arts Course of Study – Sixth Grade

### Writing Applications Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the many purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure in their writing according to audience and purpose.

5-7 Benchmarks	Grade Level Indicators	Teaching Resources
A) Use <u>narrative strategies</u> (e.g., dialogue and action) to develop characters, plot and setting and maintain a consistent point of view. <b>(W6.1)*</b>	<b>By the end of Grade 6, the student will:</b>  1. Write <u>narratives</u> that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting. <b>(W6.1)*</b>	HB – Theme 6 – 1 & 6
B) Write <u>responses to literature</u> that extend beyond the summary and support judgements through references to the text. <b>(W6.1)*</b>	2. Write <u>responses to novels, stories, poems and plays</u> that provide an interpretation, critique or reflection and support judgments with specific references to the text. <b>(W6.1)*</b>	HB – Response activities after each reading selection
C) Produce <u>letters</u> (business, letters to the editor, job applications) that address audience needs, stated purpose and context in a clear and efficient manner. <b>(W6.1)*</b>	3. Write <u>letters</u> that state the purpose, make requests or give compliments and use business letter format. <b>(W6.1)*</b>	HB – Language Handbook <b>“Cyber Surfer”</b> Th 6 <b>“Ancient China”</b> Th 3

D) Produce <u>informational essays or reports</u> that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations. <b>(W6.1)*</b>	4. Write <u>informational essays or reports</u> , including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose, audience and context. <b>(W6.1)*</b>	HB – Theme 2 – Writing HB – Theme 4 – Writing HB – Theme 5 – Research
E) Use <u>persuasive</u> strategies including establishing a clear position in support of a proposition or proposal with organized and relevant evidence.	5. Write <u>persuasive essays</u> that establish a clear position and include organized and relevant information to support ideas. <b>(W6.1)*</b>	HB – Themes 5 and 6 HB - Rubrics
	6. Produce informal writing (e.g., <u>journals</u> , notes, poems) for various purposes.	HB – Building Literacy Skills Response Activities “ <b>Wright Brothers...</b> ” Th 6

<p style="text-align: center;"><b>*Related Proficiency Outcomes/ Related Assessments</b></p> <p><b>NOTE:</b> Sixth Grade Proficiency Learning Outcomes and <u>writing types</u> are summary, fictional narrative, personal experience narrative, persuasive, informational, letter, thank you note, journal. -Invitation and Letter to the Editor are not specified, but implied through other writing. **This type of writing is not specified, but will need to be addressed during phase-in or standard based assessment system.</p> <p><b>W6.1</b> Focus on the topic with adequate supporting ideas or examples.</p>	<p style="text-align: center;"><b>Teacher Notes:</b></p>
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## Lakewood City Schools Language Arts Course of Study – Sixth Grade

### Writing Conventions Standard

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purposes of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

5-7 Benchmarks	Grade Level Indicators	Teaching Resources
A) Use correct spelling conventions. <b>(W6.8)*</b>	<p><b>By the end of Grade 6, the student will:</b></p> <p><b><i>Spelling</i></b></p> <ol style="list-style-type: none"> <li>1. Spell frequently misspelled and high –frequency words correctly. <b>(W6.8)*</b></li> </ol>	HB – Spelling Practice Book
B) Use conventions of punctuation and capitalization in written work. <b>(W6.8)*</b>	<p><b><i>Punctuation and Capitalization</i></b></p> <ol style="list-style-type: none"> <li>2. Use commas, end marks, apostrophes and quotation marks correctly. <b>(W6.8)*</b></li> <li>3. Use semicolons, colons, hyphens, dashes and brackets. <b>(W6.8)*</b></li> <li>4. Use correct capitalization. <b>(W6.8)*</b></li> </ol>	HB – Grammar Practice Book
C) Use grammatical structures to effectively communicate ideas of writing. <b>(W6.6)*</b>	<p><b><i>Grammar and Usage</i></b></p> <ol style="list-style-type: none"> <li>5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). <b>(W6.8)*</b></li> <li>6. Use verbs, including perfect tenses, transitive and intransitive verbs and linking verbs. <b>(W6.8)*</b></li> <li>7. Use nominative, objective, possessive, indefinite and relative pronouns. <b>(W6.8)*</b></li> <li>8. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases. <b>(W6.8)*</b></li> </ol>	<p>HB – Themes 2, 3, 4, 5, 6 – Grammar Lessons</p> <p>HB – Themes 2, 3, 4 – Grammar Lessons</p> <p>HB – Themes 3, 4 – Grammar Lessons</p> <p>HB – Theme 1 – Grammar Lessons</p> <p>HB – Grammar Practice Book and Language Handbook</p>

<b>*Related Proficiency Outcomes/ Related Assessments</b>	<b>Teacher Notes:</b>
<p data-bbox="94 341 724 381"><b>W6.6</b> Write legibly using cursive or manuscript.</p> <p data-bbox="94 414 672 487"><b>W6.8</b> Include sentences of varied length and structure.</p>	<p data-bbox="777 341 913 381">Daily Edit</p>

## Lakewood City Schools Language Arts Course of Study – Sixth Grade

### Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

5-7 Benchmarks	Grade Level Indicators	Teaching Resources
	<b>By the end of Grade 6, the student will:</b>	
A) Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information.	1. Generate a topic (assigned or personal interest) and open-ended questions for research and develop a plan for gathering information.	HB – Theme 5 – Writing
B) Locate and summarize important information from multiple sources. <b>(R6.7, 6.16)*</b>	2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). <b>(R6.7, 6.16)*</b>	HB – Theme 5 – Writing
C) Organize information in a systematic way.	3. Identify elements of validity in sources including publication data, coverage, language, points of view and discuss primary and secondary sources.	HB – Theme 5 – Writing
D) Acknowledge quoted and paraphrased information and document sources used.	4. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables, graphic organizers).	
E) Communicate findings orally, visually and in writing or through multimedia.	5. Compare and contrast important findings and select sources to support central ideas, concepts and themes. 6. Use quotations to support ideas. 7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).	Theme 4 – Informative Writing
	8. Use a variety of communication techniques including oral, visual, written or multimedia reports to present information that supports a clear position with organized and relevant evidence about the topic or research question	

**\*Related Proficiency Outcomes/  
Related Assessments**

**R6.7** Select information for a variety of purposes, including enjoyment.

**R6.16** Select information from a variety of resources to support ideas, concepts, and interpretations.

**Teacher Notes:**

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### Communication: Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according to audience and purpose.

5-7 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.</p> <p>B) Explain the speaker’s point of view and use of persuasive techniques in presentations and visual media.</p>	<p><b>By the end of Grade 6, the student will:</b></p> <p><i>Listening and Viewing</i></p> <ol style="list-style-type: none"> <li>1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).</li> <li>2. Summarize the main idea and draw conclusions from presentations and visual media.</li> <li>3. Interpret the speaker’s purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).</li> <li>4. Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.</li> </ol>	<p>HB – Theme 5</p>
<p>C) Vary language choice and use effective presentation techniques including voice modulation and enunciation.</p> <p>D) Select an organizational structure appropriate to the topic, audience, setting, and purpose.</p>	<p><i>Speaking Skills and Strategies</i></p> <ol style="list-style-type: none"> <li>5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.</li> <li>6. Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas.</li> <li>7. Adjust speaking content and style according to the needs of the situation, setting and audience.</li> </ol>	<p>HB – Grammar Practice Book HB – Theme 5</p>

<p>E) Present ideas in a logical sequence and use effective introductions and conclusions that guide and inform the listener's understanding of key ideas.</p> <p>F) Give presentations using a variety of delivery methods, visual materials and technology.</p>	<p><b><i>Speaking Applications</i></b></p> <ol style="list-style-type: none"> <li>8. Deliver informational presentations (e.g., expository, research) that: <ol style="list-style-type: none"> <li>a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;</li> <li>b. support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes;</li> <li>c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast);</li> <li>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</li> <li>e. draw from multiple sources and identify sources used.</li> </ol> </li> <li>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</li> <li>10. Deliver persuasive presentations that: <ol style="list-style-type: none"> <li>a. establish a clear position;</li> <li>b. include relevant evidence to support position and to address potential concerns of listeners; and</li> <li>c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).</li> </ol> </li> </ol>	<p>Response Activities – All HB Themes</p>
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<p><b>Related Assessments</b></p>	<p><b>Teacher Notes:</b></p>
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**Sixth Grade**  
**Connections: Harcourt Brace to English/Language Arts Content Standards**

Times of Discovery Theme 1: Personal Best	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling
	Reading	Grammar			
“The Best School Year Ever” Genre: Realistic Fiction	prefixes, suffixes and roots	sentences, interjections	self-question	expressive writing: story	words with short vowels
“The View from Saturday” Genre: Realistic Fiction	vocabulary in context	complete and simple subjects	adjust reading rate	expressive writing: descriptive paragraph	words with long vowels
“Knots in My Yo-yo String” Genre: Autobiography	point of view	complete and simple predicates	create mental images	expressive writing: personal narrative	vowels before <i>r</i>
“The Marble Champ” Genre: Short Story	make inferences	compound subjects and predicates	use prior knowledge	expressive writing: descriptive essay	other vowel spellings
“Darnell Rock Reporting” Genre: Realistic Fiction	decode long words	simple and compound sentences	self-question	tested writing: narrative	words with <i>ie</i> and <i>ei</i>

Times of Discovery Theme 2: Friends to the Rescue	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling
	Reading	Grammar			
“Number the Stars” Genre: Historical Fiction	sequence / cause and effect	clauses and phrases	create mental images	informative writing: paragraph of information	unstressed endings
“The Summer of the Swans” Genre: Realistic Fiction	character development	complex sentences	reread	informative writing: how-to paragraph	homophones
“Old Yeller” Genre: Realistic Fiction	author’s purpose and perspective	common and proper nouns; abbreviations	create mental images	informative writing: news story	words from names
“Saving Shiloh” Genre: Realistic Fiction	make judgments	singular and plural nouns	self-question	informative writing: information article	easily confused words
“Flood: Wrestling with the Mississippi” Genre: Non-fiction	text features	possessive nouns	use graphic aids	tested writing: informative	plurals and possessives

Times of Discovery Theme 3: Unlocking the Past	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling
	Reading	Grammar			
“The Stone Age News” Genre: Information Text	fact and opinion	subject and object pronouns	summarize and paraphrase	persuasive writing: persuasive paragraph	
“Ancient China” Genre: Non-fiction	compare and contrast	possessive pronouns	use graphic aids	persuasive writing: persuasive letter	double consonants
“Pyramids” Genre: Magazine Article	graphic sources	case; reflexive pronouns	use reference sources	persuasive writing: review	vcv words
“Look Into the Past: The Greeks and the Romans” Genre: Non-fiction	text structure	adjectives and articles	adjust reading rate	persuasive writing: persuasive essay	Latin root <i>vis-</i>
“The Skill of Pericles” Genre: Play	synthesize	proper and demonstrative adjectives	use prior knowledge	persuasive writing: test	Greek word parts

Times of Discovery Theme 4: Creative Solutions	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling
	Reading	Grammar			
“My Side of the Mountain” Genre: Realistic Fiction	predict outcomes	comparing with adjectives	create mental images	informative writing: paragraph that compares	mixed spelling patterns
“Febold Feboldson” Genre: Tall Tale	figurative language	main and helping verbs	use context to confirm meaning	informative writing: paragraph that contrasts	<b>suffixes:</b> <i>-ance</i> <i>-ence</i>
“The Kid Who Invented the Popsicle” Genre: Non-fiction	draw conclusions	action verbs: objects of verbs	use prior knowledge	informative writing: classification essay	<b>suffixes:</b> <i>-ness</i> <i>-ion</i>
“A Do-It Yourself Project” Genre: Realistic Fiction	note taking	linking verbs	create mental images	informative writing: contrast	suffixes: <i>-ment</i> <i>-ity</i>
“Catching the Fire: Philip Simmons, Blacksmith” Genre: Biography	classify and categorize	simple tenses / present tense	adjust reading rate	information writing: timed test	suffixes: <i>-less</i> <i>-ive</i> <i>-ous</i>

Times of Discovery Theme 5	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling
	Reading	Grammar			
“Seventh Grade” Genre: Short Story	narrative elements: plot, character, setting	past and future tenses	make and confirm predictions	research report: prewrite	prefixes: <i>com-</i> <i>con-</i>
“Fall Secrets” Genre: Realistic Fiction	narrative elements	principal parts of verbs	self-question	research report: outline	<i>adding:</i> <i>-ed</i> <i>-ing</i>
“Out of Darkness: The Story of Louis Braille” Genre: Biography	make generalizations	regular and irregular verbs	summarize and paraphrase	research report: draft	prefixes that tell position
“Anne of Green Gables” Genre: Play	referents	perfect tenses	using text structure and format	research report: edit	prefixes: <i>dis-</i> <i>non-</i>
“Cowboys: Roundup on an American Ranch” Genre: Non-fiction	study strategies	progressive forms	create mental images	research report: share and publish	prefixes: <i>in-</i> <i>im-</i> <i>il-</i> <i>ir-</i>

Times of Discovery Theme 6	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling
	Reading	Grammar			
“The Wright Brothers: How They Invented the Airplane” Genre: Biography	main idea and supporting details	contractions and negatives	adjust reading rate	expressive writing: lyric poem	prefixes: <i>ex-</i> <i>re-</i>
“I Want To Be An Astronaut” Genre: Non-fiction	summarize and paraphrase	adverbs	self-question	expressive writing: dramatic skit	<i>prefixes:</i> <i>pre-</i> <i>pro-</i>
“Voyager: An Adventure to the Edge of the Solar System” Genre: Non-fiction	non-fiction	comparing with adverbs	read ahead	persuasive writing: speech	clipped words
“Cybersurfer” Genre: Non-fiction	adjust reading rate / skim and scan	prepositional phrases	use text structure and format	expressive writing: friendly letter	words from French
“The Fun They Had” Genre: Science Fiction	propaganda techniques	adjective and adverb phrases	self-question	expressive writing: suspense story	related words

**Sixth Grade – Companion Selections**  
**Harcourt Brace**

<b>Times of Discovery Theme 1</b>	<b>Name of Companion Selection</b>	<b>Genre</b>	<b>Focus Skill</b>
“Knots in My Yo-yo String”	“From the Autograph Album Good Sportsmanship”	poetry	comparing texts: author’s message
“Marble Champ”	“So Long Michael”	magazine article	comparing texts: chart, time line
“Darnell Rock Reporting”	“Saving the Day and the Lake”	electronic text	comparing text: Venn diagram

<b>Times of Discovery Theme 2</b>	<b>Name of Companion Selection</b>	<b>Genre</b>	<b>Focus Skill</b>
“Saving Shiloh”	“Puppies with a Purpose”	magazine article	comparing text: Venn
“Flood: Wrestling with the Mississippi”	“Smoke Jumpers”	magazine article	comparing text: Venn author’s craft: sensory language

<b>Times of Discovery Theme 3</b>	<b>Name of Companion Selection</b>	<b>Genre</b>	<b>Focus Skill</b>
“Ancient China”	“The Chinese Dynasties”	time line and graph	comparing text: Venn time line
“The Skill of Pericles”	“A Song of Greatness”	song	comparing texts: chart

<b>Times of Discovery Theme 4</b>	<b>Name of Companion Selection</b>	<b>Genre</b>	<b>Focus Skill</b>
“Febold Feboldson”	“Dividing the Horses”	folktale	math: least common denominator author
	“Aesop’s Fables”	fable	
“A Do-It-Yourself Project”	“Some Like It Wet”	magazine article	science
“Catching the Fire: Philip Simmons...”	“The Road Not Taken”	poetry	poet’s craft: metaphors

<b>Times of Discovery Theme 5</b>	<b>Name of Companion Selection</b>	<b>Genre</b>	<b>Focus Skill</b>
“Fall Secrets”	“Kids Did It”	magazine article	comparing texts: Venn
“Anne of Green Gables”	“Tea Biscuits”	recipe	comparing texts: chart
“Cowboys: Roundup on an American Ranch”	“Home on the Range”	song	comparing texts: Venn

<b>Times of Discovery Theme 6</b>	<b>Name of Companion Selection</b>	<b>Genre</b>	<b>Focus Skill</b>
“Voyager: An Adventure to the Edge of the Solar System”	“The Three Hunters and the Great Bear”	myth	comparing text: Venn
“Cybersurfer	“In the Next Three Seconds”	non-fiction	text structure and format
“The Fun They Had”	“To Dark Eyes Dreaming”	poetry	comparing text: Venn