

Language Arts: Grade Six

Adams County/Ohio Valley
Course of Study

Content Standard: Phonemic Awareness, Word Recognition and Fluency			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
No Indicators			

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**Adams County/Ohio Valley
Course of Study**

Content Standard: : Acquisition of Vocabulary			
Proficiency Test Alignment: <i>Contextual Understanding</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Define the meaning of unknown words by using context clues and the authors use of definition, restatement and example.	1. Find examples of the author’s use of definition, restatement, and example – use overhead to help students identify meaning of unknown words; as students encounter unknown words, create a list and apply context clues to determine meaning.	1. Guiding Readers & Writers Pg. 375-376 Distant Views – teacher manual Pg. 322-325, 424, 568, 606, 702, 703 Write Source 2000 Pg. 324	* Write Source 2000 Program Guide Pg. 381 Students identify which type(s) of context clue defined the meaning of unknown words.

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Content Standard: Acquisition of Vocabulary			
Proficiency Test Alignment: <i>Conceptual Understanding</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Apply knowledge of connotation and denotation to determine the meaning of words.	<p>1. Mini-lesson</p> <ul style="list-style-type: none"> • denotation-dictionary meaning • connotation –positive-negative feelings a word creates (favorable or unfavorable) <p>Given a list of sentences using synonyms, students will determine the connotation of each word.</p>	<p>Guiding Readers and Writers Pg. 375</p> <p>Distant Views Teacher manual Pg. 240-250, Pg 76, 94</p> <p>Write Source 2000 Pg. 326-327</p>	Student Responses

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Content Standard: Acquisition of Vocabulary			
Proficiency Test Alignment: <i>Conceptual Understanding</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words.	Mini-lesson <ul style="list-style-type: none"> • analogy • synonyms • antonyms Use analogies or words to generate discussion	Distant Views Teacher manual Pg. 138-145, 150, 171, 190 Pg. 152, 167, 402, 712, 718 Write Source 2000 Pg. 138, 324 Daily Oral Analogies Daily Oral Vocabulary	<ul style="list-style-type: none"> • Student response • Checklist or quiz

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Content Standard: Acquisition of Vocabulary			
Proficiency Test Alignment: <i>Conceptual Understanding</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Interpret metaphors and similes to understand new uses of words and phrases in text.	Mini-lesson <ul style="list-style-type: none"> • metaphors • similes Given a reading selection, student will identify metaphors and similes used in the passage indicating understanding.	Distant Views Teachers manual Pg. 206-272, 105, 231, 274, 293, 312, 373, 378, 434, 479, 601, 656, 530, 538, Writer Source 2000 Pg. 139-140	<ul style="list-style-type: none"> • Student responses

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Content Standard: Acquisition of Vocabulary			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Recognize and use words from other languages that have been adopted into the English language.	Identify words adopted from other languages in reading passages. <ol style="list-style-type: none"> 1. Create a class chart (can be on-going) 2. Investigate word origins 3. Use words adopted from other languages in writing assignments 	Guiding Readers and Writers pg. 30 – Interactive Vocabulary Write Source 2000 pg. 461-463 Write Source Program Guide pg. 654-655	Students will be able to identify words adopted from other languages. Students will incorporate adopted words into creative writing correctly.

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Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.	* Mini - lesson <ul style="list-style-type: none"> • Review terms: suffix, prefix, root/base word • Using spelling words, unknown words encountered during reading, etc. student will use a list to <ol style="list-style-type: none"> 1. identify base/root word, prefix and/or suffix 2. determine the meaning of a word 	Distant Views Teacher Guide pg. T38-T43 Write Source 2000 pg. 329-339 Write Source 2000 Teacher Guide pg. 246, 214-215 Write Source 2000 Program Guide pg. 383-385 Guiding Readers and Writers pg. 373-374	Student is able to determine meaning of words using root word, prefix, and suffix. Student is able to create new words by adding a prefix and/or suffix to base words.

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Content Standard: Acquisition of Vocabulary			
Proficiency Test Alignment: <i>Structural Understanding</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Identify symbols and acronyms and connect them to whole words.	Mini-lesson <ul style="list-style-type: none"> • acronyms • symbols Student will create list of acronyms and symbols found while reading a selection and write the whole word to help them understand meaning.	Write Source 2000 Pg. 387.3 & 409.5 Pg. 476 Text books, non-fiction books	<ul style="list-style-type: none"> • Students will identify meaning of acronyms and symbols by writing the whole word each stands for.

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Content Standard: Acquisition of Vocabulary			
Proficiency Test Alignment: <i>Tools and Resources</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	<p>Students develop list of unfamiliar/difficult words while reading a selection and use a variety of resources to determine meaning and pronunciation.</p> <p>Model skill of using a variety of resources to determine meaning and pronunciation of unknown words.</p> <p>Mini Lesson: How to use -</p> <ul style="list-style-type: none"> • dictionaries • thesaurus • glossaries • technology (computer) • foot notes – sidebars- captions-graphs, etc. 	<p>Write Source 2000 Pg. 323-339</p> <p>Distant Views Teacher Manual Pg. 97-102, Pg. 386-387, Pg. 206-207, 347, 453</p>	<p>Write Source 2000 Program guide Pg. 380-385</p> <p>Student developed list of words or “personal dictionary”</p>

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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment: <i>Comprehension Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.	PQ2R (Preview, Question, Read, Review) Distant Views Pg. 509 Reading Interview Guiding Readers & Writers Appendix 46 Mini-lesson Various purposes for reading	Distant Views Teacher Manual pg. 169, 233, 539 Write Source 2000 Pg. 307-322, 374-380, 361-368 Write Source 2000 Program guide Pg. 370 Guiding Readers & Writers Pg. 6-9, Pg. 355	Write Source 2000 Program guide Pg. 371-377 Pg. 407-424 Reading Interview

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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment: <i>Comprehension Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
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.	Mini-lesson <ul style="list-style-type: none"> • Predicting • Hypothesize Modeling Read Alouds	Guiding Readers & Writers Pg. 133, 313-315, 354 Distant Views Teacher manual 241-250	Students predict event(s) in a selection and generate a list of “clues” or “evidence” to support his/her prediction.

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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment: <i>Comprehension Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Make critical comparisons across texts, noting author's style as well as literal and implied content of text.	Mini-lesson - figurative language <ul style="list-style-type: none"> • simile • metaphor • personification - imagery - symbolism - mood - illustrations - organizational aids	Opt for Success Developmental Series Reading Learner Outcome # 6 – Pg. 47-51 # 15 – Pg. 136-147 Guiding Readers & Writers Pg. 397-399, 400-403 Distant Views Teacher Manual Pg. 260	<ul style="list-style-type: none"> • Students oral response during large group discussion – (checklist) • Given a reading selection student will identify style elements within the text.

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Proficiency Test Alignment: <i>Comprehension Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.	Model summarizing information Create a group summary of a selection to help identify important ideas and supporting details.	Reading Renaissance Power Lessons Pg. 30-31 Distant Views Teacher Manual Pg. 663-674 Guiding Readers & Writers Pg. 361-362	Students create a chart to identify main ideas and supporting details. Guiding Readers & Writers Appendix 26, 35, 37

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Proficiency Test Alignment: <i>Comprehension Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Select, create and use graphic organizers to interpret textual information.	<p>Model a variety of graphic organizers when reading to or discussing material with students.</p> <p>Mini-lessons on how to use each type of graphic organizer.</p>	<p>Overheads of graphic organizers/chart paper (Guiding Readers & Writers) gr. 3-6 Appendix. Pg. 440-455</p> <p>Write Source 2000 Pg. 308-321, 302-306</p>	<p>Given a variety of fiction and non-fiction passages, students will use graphic organizers to organize information.</p> <p>Write Source 2000 Program Guide Pg. 362-367, 370-377</p>

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Proficiency Test Alignment: <i>Comprehension Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	Mini-lesson - Bloom’s taxonomy (levels of questions) - words associated (skill) with each level	Distant Views teacher manual *note – at the end of each unit there are synthesis and evaluation activities Copy of Bloom’s taxonomy	(Small group or individual) Students generate a list of questions including each level of Blooms taxonomy from a selection read by all students – students exchange questions to answer.

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Proficiency Test Alignment: <i>Self-Monitoring Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
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>Students are provided with stick-on notes – as they read, students use stick-on notes to write down questions concerning text, vocabulary etc. about the selection.</p> <p>Mini-lesson</p> <ul style="list-style-type: none"> • adjusting speed • skimming • scanning • reading on • looking back • note taking • summarizing 	<p>Distant Views Teacher manual Pg. 106, 356, 407-413, 539 Write Source 2000 Pg. 322, 364-365, 320, 284-285, 290</p> <p>Guiding Readers & Writers Appendix 16 Pg. 132, 159</p>	<p>Student Learning Log – students records what strategy used, when used, and result</p>

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Proficiency Test Alignment: <i>Self-Monitoring Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. List questions and search for answers within the text to construct meaning.	Students are provided stick-on notes as they read, students use the stick-on notes to write down questions concerning text, vocabulary, etc. as they read Model Think Alouds	Distant Views Teacher Manual Pg. 233, 509-519 Guiding Readers & Writers Pg. 493, 147-148, 287, Appendix 16	Students will prepare a list of questions from stick-on notes Student will answer questions from the text.

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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment: <i>Independent Reading</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).	Student generated interest inventory 5 finger rule- *each time student encounters a word they cannot pronounce or don't know they note it – if 5 on one page, book is too difficult.	Guiding Readers & Writers Appendix 46 Opt for Success Developmental Series Pg. 66-76, 167-171 Accelerated Reader Program	Student will write a recommendation for books read to be used by other students which will include intended audience and author's purpose. STAR test AR progress reports and data

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Proficiency Test Alignment: <i>Independent Reading</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
10 Independently read books for various purposes (e.g., enjoyment, for literary experience, to gain information or to perform a task).	Mini-lesson <ul style="list-style-type: none"> Review genres, purpose for reading Students will keep a reading log to record types of books read and purpose for reading	Guiding Readers & Writers Appendix 13, 14 Pg. 123 Accelerated Reader data Distant Views teachers manual Pg. 290	Student reading log Teacher observation checklist Status of the class

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Content Standard: Reading Applications: Informational, Technical and Persuasive Text			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Use text features, such as chapter titles, headings and subheading; parts of books, including index, appendix, table of contents online tools (search engines) to locate information.	Mini-lesson on each text feature listed modeling	Guiding Readers & Writers Pg. 401-403 Write Source 2000 Pg. 270-272 Pg. 281 Distant Views teachers manual Pg. 323-334 Computer (search engines)	Students will search books in the classroom for examples of each text feature.

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Content Standard: Reading Applications: Informational, Technical and Persuasive Test			
Reading Applications			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Analyze examples of cause and effect and fact and opinion.	<p>Mini-lesson using a T chart for cause and effect.</p> <p>Students view commercial ads and distinguish between fact and opinion</p>	<p>Distant Views Teacher’s manual Pg. 33-42, 607-616</p> <p>Write Source 2000 Pg. 316-317, 292-293</p> <p>Guiding Readers & Writers Pg. 451 Appendix 41, 42</p>	<p>Write Source 2000 Program Guide Pg. 376, 351</p> <p>Students use commercial ads to identify facts and opinions and give reasons to support choices.</p>

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Content Standard: Reading Applications: Informational, Technical and Persuasive Test			
Reading Applications			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Compare and contrast important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.	<p>Students gather information on (national parks) and compare/contrast 2 parks using a Venn diagram</p> <p>Mini-lesson</p> <ul style="list-style-type: none"> • graphic organizers 	<p>Write Source 2000 Pg. 312-313</p> <p>Information on and list of national parks.</p> <p>Guiding Readers & Writers Pg. 447-450 Appendix 30, 31, 39, 40</p>	<p>Students' information and Venn diagram</p> <p>Write Source 2000 Program guide Pg. 373</p> <p>Students graphic organizers</p>

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Content Standard: Reading Applications: Informational, Technical and Persuasive Test			
Reading Applications			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
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.	Read Aloud Teacher reads aloud a selection – students summarize the selection-compare summaries to the selection.	Distant Views Teacher’s manual Pg. 663-674, 406-416 Guiding Readers & Writers Appendix 26, 35, 37	Student summarizes checklist – check student summary to determine if it contains main ideas and critical details accurately.

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Content Standard: Reading Applications: Informational, Technical and Persuasive Test			
Reading Applications			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.	When given samples, examples of maps, charts, tables, graphs, diagrams, etc. students will identify/locate information and explain.	Distant Views teacher's manual Pg. 343-355, 645-653 Write Source 2000 Pg. 301-306	Student responses Write Source 2000 Program Guide Pg. 363-367

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Content Standard: Reading Applications: Informational, Technical and Persuasive Test			
Reading Applications			
Proficiency Test Alignment: Outcome 9 & 18			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.	Mini-lesson <ul style="list-style-type: none"> • Author's viewpoint/argument Use propaganda terms/techniques to illustrate argument/viewpoint (ads, letter-to-the-editor)	Opt for Success Developmental Series Pg. 77-86, 184-187 Guiding Readers & Writers Pg. 286 Author Study Distant Views Teacher's manual Pg. 587-596	Student will study ads/letters to the editor to determine authors argument/viewpoint and details to support it that view.

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Content Standard: Reading Applications: Informational, Technical and Persuasive Test			
Reading Applications			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform.	Mini-lesson <ul style="list-style-type: none"> • explain • entertain • persuade • inform 	Distant Views teacher's manual Pg. 587-596	Given a variety of selections, students will identify the author's purpose for each selection.

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Content Standard: Reading Applications: Informational, Technical and Persuasive Test			
Reading Applications			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.	<p>Model summarizing informational text</p> <p>Group discussion leading to a summary</p>	<p>Distant Views teacher’s manual Pg. 407-416</p> <p>Guiding Readers & Writers Pg. 361-362</p>	<p>Using informational text, students will use a graphic organizer to identify main and supporting ideas</p> <p>Student will create a “sequel” to a selection by extending the scope of original author’s ideas.</p>

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Content Standard: Reading Applications: Literary Text			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Analyze the techniques authors use to describe characters, including narrator or other characters' point of view; character's own thoughts, words or actions.	Mini-lesson – point of view Read alouds Modeling: Use graphic organizers: <ul style="list-style-type: none"> • Character web • Character comparison • Character's response to story events • Character chart • Character sociogram • Character grid • Character-trait-and evidence analysis 	Guiding Readers and Writers Pg. 441-444, Appendix 17-23 Distant View Reading series teachers manual Pg. 482-497	Student responses on graphic organizers Student generated graphic organizers Student use of graphic organizers to analyze information.

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Content Standard: Reading Applications: Literary Text			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Identify the features of setting and explain their importance in literary text.	Assess prior knowledge of setting Mini-lesson <ul style="list-style-type: none"> • time, place, when, where a story takes place • foreshadowing read alouds discuss setting • visualizing 	Guiding Readers & Writers appendix 24-25, 28-30 Distant Views teachers manual 45	Pre-assessment of setting (K-W-L) Student illustrates setting from selection read by teacher or self.

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Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.	<p>Model</p> <ul style="list-style-type: none"> • using story map, students complete it as they read selections <p>Mini-lesson</p> <ul style="list-style-type: none"> • plot • series of events (rising action) • climax (high point) • resolution • falling action • summarizing • literature groups discuss plot and elements of plot 	<p>Guiding Readers & Writers pg. 396-397</p> <p>Distant Views teacher manual pg. 12-25</p> <p>Writer Source 2000 Pg. 345</p>	<ul style="list-style-type: none"> • Peer partners to compare students' results on story maps • Student will identify type of conflict, climax, resolution • Summarize selection <p>Write Source 2000 Program Guide Pg. 391-bottom half</p>

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Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Explain first, third and omniscient points of view, and explain how voice affects the text.	Mini-lesson <ul style="list-style-type: none"> • Determining when first, third and omniscient point-of-view is used • Determining why the point-of-view chosen by the author was used 	Write Source 2000 Pg. 344 Distant Views teachers manual Pg. 280-289 Guiding Readers & Writers Pg. 72, 397	Student will identify the point-of-view used and be able to support their choice with selections from the text. Student will justify why he/she believes the point-of-view chosen by the author was used and support his/her answer with selections from the text.

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Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.	<p>Introduction: Using sets of famous paintings from specific cultural periods, have students identify recurring themes and patterns to introduce the literary concept of themes, patterns and symbols.</p> <p>Using different texts on similar/same topics, have students identify recurring themes, patterns and symbols found in the literature.</p>	<p>Internet sites or art books.</p> <p>Guiding Readers & Writers Pg. 362-366</p> <p>Distant Views teachers manual Pg. 53-65</p>	<p>Students will identify recurring themes, patterns and symbols by completing/creating a graphic organizer that would show the recurring themes, patterns or symbols.</p>

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Content Standard: Reading Applications: Literary Text			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction..	<ul style="list-style-type: none"> • Review and discuss types of literature • Have students brainstorm for additional types of literature 	<p>Write Source 2000 Pg. 342</p> <p>Guiding Readers & Writers Pg. 414-415, 400-401 392-395 Appendix 31-33</p> <p>Distant Views teachers manual Pg. 201-209, 312, 357, 434, 457, 444, 454, 114-128</p>	<p>Write Source 2000 Program Guide Pg. 389-390</p> <p>Student will infer the literary form and/or genre of a selection from the selection read.</p>

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Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.	<p>Have students write a 3 sentence description that creates a mood – students exchange work and write what feeling they get when reading the sentences.</p> <p>Mini-lessons</p> <ul style="list-style-type: none"> • What is mood • Writers strategies to depict mood and meaning <p>Have students bring a writing sample from a newspaper or magazine and have students identify 1 or 2 writing techniques used by the writer that establish mood and meaning.</p>	<p>Distant Views teachers manual Pg. 261-273</p> <p>Guiding Readers & Writers Pg. 398-399</p> <p>Write Source 2000 Pg. 138-140</p>	<p>Student responses</p> <p>Write Source 2000 Program Guide Pg. 165</p> <p>Student responses to newspaper/magazine writing samples</p>

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Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Prewriting</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	*Mini-lesson - short 5-10 minute lesson focused on a specific principle or procedure. (1) modeling how to gather/collect ideas for writing.	Guiding Readers/Writers – Pg. 66 Write Source 2000- Pgs. 4-5, pgs. 45-52 Write Source 2000 program guide – pgs.	Student will keep a notebook to record ideas for writing topics.

Language Arts: Grade Six

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Prewriting</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Conduct background reading, interviews or surveys when appropriate.	<p>*Mini-lesson on importance gathering details before writing.</p> <p>*Mini-lesson on where/how to gather details before writing. (Ex. – K-W-I chart) (5W’s - Who, What, Where, When, Why?)</p>	Write Source 2000 – Pgs. 53-60	<p>Writing Samples</p> <p>Writing Rubric/checklist</p> <p>Sharpen Up on Ohio Reading – Pgs. 7-20</p>

Language Arts: Grade Six

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Prewriting</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Establish a thesis statement for informational writing or a plan for narrative writing.	Using examples of student writing, generate discussions to a) determine if the writing contains a thesis statement/plan b) identify the thesis statement/plan	Write Source 2000 Pages 59-60, 98-99, 63, 12	Given samples of writing, student will be able to identify the thesis statement. Student writing samples Individual conferencing

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Prewriting</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Determine a purpose and audience.	*Mini-lesson - purpose of the writing piece - intended audience Students will design a comic strip to teach a safety tip to young children.	Guiding Readers & Writers Pg. 72	Student writing samples Comic strip designed by student

Language Arts: Grade Six

Adams County/Ohio Valley
Course of Study

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Prewriting</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs, and Venn diagrams) to plan writing.	Use various selections of fiction and non-fiction to illustrate different types of graphic organizers. <u>Model</u> using organizational strategies for writing.	Write Source 2000 – Pgs. 56-60 Write on Target	Observation – student writing samples.

Language Arts: Grade Six

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by closing statement or a summary of important ideas and details.	Using variety of selections, conduct mini-lesson on introduction, middle, and closing.	Short stories Student writing samples, etc. Write Source 2000 – Pgs. 63-66 Write Source 2000 – Program Guide – pg. 108	Writing rubric. Student writing samples.

Language Arts: Grade Six

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Vary simple, compound and complex sentence structures.	<p>*Mini-lesson on basic sentence structure.</p> <p>*Teacher models skill by choosing a selection (Ex. – a descriptive paragraph from the Illiad), the revises paragraph SD sentences are very basic and/or simple. Teacher will read both the edited and original selection to class. Students will analyze and discuss the differences.</p>	<p>Write Source 2000 – Pgs. 93-96</p> <p>Write Source 2000 Program Guide 131 -138</p>	<p>Sharpen Up on Ohio Writing – Pgs. 29-31</p> <p>Write Source 2000 Program Guide 135-138</p> <p>Student Writing Samples</p> <p>Individual Writing Conferences</p>

Language Arts: Grade Six

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraph.	*Mini-lesson: topic sentence, body, the closing sentence. *Mini-lesson: details-the facts and examples that support the topic. *Mini-lesson: 4 basic types of paragraphs-descriptive, narrative, expository & persuasive. *Mini-lesson: transition words and phrases.	Write Source 2000 – Pgs. 97-106 Write Source 2000 Program guide – pgs. 139-144	Write Source 2000 – Pgs. 141-144 Sharpen Up on Ohio Writing – Pgs. 17-20 Students will write 4 paragraphs – 1 for each of the basic types.

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Vary language and style as appropriate to audience and purpose.	<p>Teacher will read a variety of selections to generate discussion of different styles of writing. (Excerpt from Shakespeare, Poe, Shel Silverstein, Robert Frost)</p> <p>Mini-lessons (using various selections) how specific nouns, vivid verbs, descriptive words, words with feeling demonstrate style.</p>	<p>Write Source 2000 – Pgs. 129-136</p> <p>Write Source program guide – Pgs. 157-162</p> <p>Variety of distinctly-styled writing.</p>	<p>Student Writing Samples</p> <p>Individual Conferencing</p> <p>Write Source 2000 program guide – pgs. 159-162</p>

Language Arts: Grade Six

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
10. Use available technology to compose text.	*Mini-lesson, using word processing tools. Comparing hand-written v/s computer copy of a selection of writing.	Computer Word processing software Printer Write Source 2000 – Pgs. 25-28 Write Source 2000 program guide – pgs. 53-54	Students will choose a piece of writing to design and type on the computer – choosing font, spacing, insert a graphic or chart, correct spelling. Write Source 2000 program guide – pgs. 55-58

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
11. Reread and analyze clarity of writing.	Mini-lessons: <ul style="list-style-type: none"> • revising • changing • clarity 	Write Source 2000 Pg. 14-15, 67-78 Write Source 2000 Program Guide Pg. 103-116 Guiding Readers & Writers Pg. 84, 73, 63-64	Student writing samples Individual conferencing Student will revise selected drafts by adding, deleting, combining and rearranging text while maintaining clarity and coherence.

Language Arts: Grade Six

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	Mini-lessons: <ul style="list-style-type: none"> • revising • changing • clarity 	Write Source 2000 Pg. 14-15, 67-78 Write Source 2000 Program Guide Pg. 103-116 Guiding Readers & Writers Pg. 84, 73, 63-64	Student writing samples Individual conferencing Student will revise selected drafts by adding, deleting, combining and rearranging text while maintaining clarity and coherence.

Language Arts: Grade Six

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.	Mini-lessons: <ul style="list-style-type: none"> • revising • changing • clarity 	Write Source 2000 Pg. 14-15, 67-78 Write Source 2000 Program Guide Pg. 103-116 Guiding Readers & Writers Pg. 84, 73, 63-64	Student writing samples Individual conferencing Student will revise selected drafts by adding, deleting, combining and rearranging text while maintaining clarity and coherence.

Language Arts: Grade Six

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.	Mini-lesson – using a thesaurus – using a dictionary	Write Source 2000 Pg. 278-280, 325-328, 323-340 Write Source 2000 Skillsbook Pg. 53-57 Daily Oral Language Write Source 2000 Daily Language Workouts	Write Source 2000 Skillsbook 58-60

Language Arts: Grade Six

Adams County/Ohio Valley Course of Study

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	Mini-lessons: <ul style="list-style-type: none"> • editing marks • sentence structure • word choice & usage • grammar & mechanics (see Guiding Readers & Writers Pg. 84) 	Write Source 2000 Pg. 14-17, 79-83 Write Source 2000 Program guide Pg. 117-122, 453-501 Write Source 2000 Daily Language Workouts MUG Shot sentences Editing marks Guiding Readers & Writers Appendix 10	Student writing samples Individual conferencing Write Source 2000 Daily Language Workouts MUG shot paragraphs Write Source 2000 Program Guide Pg. 453-501

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	<p>Mini-lessons:</p> <ul style="list-style-type: none"> • what is a rubric • how to use a rubric • examples of rubrics <p>Students will apply a rubric to a varied collection of writing samples, student teacher and professionally generated to judge the quality of the writing.</p>	<p>Guiding Readers & Writers Pg. 475, 496-497</p> <p>Write Source 2000 Program Guide Pg. 688-729</p>	<p>Student will apply a rubric to assess writing samples.</p> <p>Rubric checklist</p>

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Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Publishing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
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.	Mini-lessons: <ul style="list-style-type: none"> • edited/revised final copy • publishing ideas • electronic publishing • enhancing writing with graphics, charts, etc. 	Write Source 2000 Pg. 37-43 Write Source 2000 Program Guide Pg. 69, 67-71 Guiding Readers & Writers Pg. 66, 73, 85	Student writing samples Individual conferencing Student will apply a publishing checklist to own work to determine if writing is ready for publication.

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Course of Study**

Content Standard: Writing Applications			
<i>Writing Mode – Fictional Narrative and Personal Experience Narrative</i>			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting.	Given a writing prompt, student will generate a) personal experience, and b) fictional narrative	Write Source 2000 Pg. 153-159, 183-192 Write Source 2000-Program Guide Pg. 233-234 Sharpen Up on Ohio Writing – Fictional narrative Pg. 58-62 Personal narrative Pg. 63-67 Opt for Success Reading/Writing 6 Developmental Series <ul style="list-style-type: none"> • personal exp. Narrative Pg. 197-198 • fictional narrative Pg. 193 	Student writing samples Writing source 2000 Program Guide 235-241 OPT for success Reading/Writing 6 Assessment Series Fictional narrative Pg. 166-168 Personal Exp. Narrative Pg. 140-143

Language Arts: Grade Six

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Applications			
Proficiency Test Alignment: Outcome 4 & 13			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Write responses to novels, stories, poems and plays that provide and interpretations, critique or reflection and that support judgments with specific references to the text.	<p>Teacher provides students with reading material and questions regarding the material. Students will respond to the material by answering question in writing.</p> <p>Reading Response Journal</p>	<p>Opt for Success Reading/Writing 6 Developmental Series Pg. 122-1274 nonfiction Pg. 34-40 fiction</p> <p>Guiding Readers & Writers Pg. 169-183</p> <p>Write Source 2000 Pg. 175-181</p>	<p>Students generated responses</p> <p>Individual conferencing</p> <p>Opt for Success Reading/Writing 6 Assessment Series</p> <p>Student created Reading Response Journal</p>

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Adams County/Ohio Valley Course of Study

Content Standard: Writing Applications			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Write letters that state the purpose, make requests or give compliments and use business letter format.	<p>Given writing prompt, student will generate communicate in a business letter format.</p> <p>Mini-lesson</p> <ul style="list-style-type: none"> • thank you letter • parts of a business letter • letters that request, state a problem, letter of application use samples of business letters to model for students. 	<p>Write Source 2000 Pg. 241-250 Write Source 2000 Program Guide Pg. 301-308</p> <p>Opt for Success Reading/Writing 6 Developmental Series Pg. 212-213</p>	<p>Business letter created by student and ready to be sent</p> <p>Individual conferencing</p>

Language Arts: Grade Six

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Applications			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Write informational essays or reports, 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.	Mini-lesson <ul style="list-style-type: none"> • choosing a subject • gathering details • using graphic organizers • expository (informational) organization 	Guiding Readers & Writers Pg. 399-404 Write Source 2000 Pg. 107-114 Write Source 2000 Program Guide Pg. 145-149 Opt for Success Reading/Writing Developmental Series Pg. 203-204	Student created expository writing that states a clear purpose, contains supportive details and uses organizational patterns appropriate for informational writing. Opt for Success Reading/Writing 6 Assessment Series Pg. 173-117 Pg. 161-165

Language Arts: Grade Six

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Applications			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Write persuasive essays that establish a clear position and include organized and relevant information to support ideas.	Using collected samples of letters-to-the-editor, students will identify persuasive language, and position of the writer. *Mini-lesson – fact v/s opinion.	Write Source 2000 – Pgs. 115-122 Write Source 2000 program guide – pgs. 151-156 Write on Target 5/6- Pgs. 97-112 Opt for Success Reading/Writing 6 Developmental Series Pg. 199-202	Students will write a letter to the principal with a clear position and evidence of a change/improvement. The student beliefs’ needs to occur. Sharpen-Up- pgs. 68-71 Write on Target 5/6 – Pgs. 97-112 Opt for Success Reading/Writing Assessment Series Pg. 149-155

Language Arts: Grade Six

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Applications			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	<p>Read aloud/small group reading selection written in journal form. (Ex.</p> <p>*Mini-lesson: how to write a journal entry.</p>	<p>Write Source 2000 – Pgs. 145-148</p> <p>Write Source 2000 program guide – pgs. 183-186</p>	<p>Student writing samples:</p> <p>Student keeps a journal in which they write daily activities, experiences, thoughts for a week.</p>

Language Arts: Grade Six

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Spelling</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Spell frequently misspelled and high-frequency words correctly.	Mini-lesson <ul style="list-style-type: none"> • Spelling while drafting vs. spelling when ready for publication Mini-lesson <ul style="list-style-type: none"> • Common spelling rules The Buddy Study System	Write Source 2000 Program Guide Pg. 774-776, 781 Write Source 2000 Pg. 411-418 Guiding Readers & Writers pg. 374-375 Guiding Readers & Writers Pg. 34	Student writing samples Spelling test

Language Arts: Grade Six

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Punctuation and Capitalization</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Use commas, end marks, apostrophes and quotation marks correctly.	*Mini-lesson: conduct a mini-lesson for each writing convention.	Write Source 2000 – Pgs. 387-402 Guiding Readers & Writers – Pg. 70 Write Source 2000, Skills Book – pgs. 3-19, Pg. 27, pg. 31 Daily Oral Language	Student Writing Samples Individual Conferencing Write Source 2000, Skills Book – pgs. 3-19, Pg. 27, pg 31

Language Arts: Grade Six

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Punctuation and Capitalization</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Use semicolons, colons, hyphens, dashes and brackets.	*Mini-lesson: conduct a mini-lesson for each writing convention.	Write Source 2000 – Pgs. 387-402 Guiding Readers & Writers – Pg. 70 Write Source 2000, Skills book – pgs. 23, 25 Daily Oral Language	Student Writing Samples Individual Conferencing Write Source 2000, Skills book – pgs. 23, 25

Language Arts: Grade Six

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Punctuation and Capitalization</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Use correct capitalization.	Mini-lesson: capitalization at beginning of sentence, proper nouns and proper adjectives.	Guiding Readers & Writers – Pg. 70 Daily Oral Language Write Source 2000 – Pgs. 404-407	Student writing samples. Individual conferencing. Write Source 2000, Skills book – pgs. 41,43,45

Language Arts: Grade Six

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Grammar and Usage</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	*Mini-lesson: on each of the 8 parts of speech.	Write Source 2000 – Pgs. 439-457 Write Source 2000, Skills book – pgs. 117-179	Student writing sample. Individual conferencing. Write Source 2000, Skills book – pgs. 180, 181, 183

Language Arts: Grade Six

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Grammar and Usage</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Use verbs, including perfect tenses, transitive and intransitive verbs and linking verbs.	<p>Mini-lesson review of various types of verb, what a verb is, etc.</p> <p>Teacher modeling identifying/use of verbs</p> <p>Using a tradebook or reading selection student search for action verbs and/or vivid verbs.</p>	<p>Write Source Pg. 446-451</p> <p>Overhead</p> <p>Write Source Skills book Pg. 135-158 Program Guide Pg. 135-158</p> <p>Trade books Daily Oral Language Write Source 2000 Daily Oral Language Workouts</p>	<p>Student writing samples Individual conferencing Write Source 2000 Skills book Pg. 135-158</p>

Language Arts: Grade Six

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Grammar and Usage</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Use nominative, objective, possessive, indefinite and relative pronouns.	Mini-lessons on pronouns different types, use of, not over using, consistent with point of view, etc. using trade books, poetry selections, etc, students work in pairs to record pronouns used in text (use graphic organizer)	Write Source 2000 Pg. 441-445, 89-90 Write Source 2000 skills book Pg. 127-134 Program guide Pg. 127-134 Daily Oral Language Write Source 2000 Daily language workouts	Student writing samples Individual conferencing Write Source 2000 Skills book Pg. 127-134 Program guide Pg. 127-134

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Grammar and Usage</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.	Mini-lesson <ul style="list-style-type: none"> • subject verb agreement • singular & plural (verbs, subjects) • subject – predicate (compound, simple) • collective nouns 	Write Source 2000 Pg. 88-89, 434-435 Write Source 2000 Skills book Pg. 153-156	Write Source 2000 Skills book Pg. 157-158 Student writing sample Individual conferencing

Language Arts: Grade Six

**Adams County/Ohio Valley
Course of Study**

Content Standard: Research			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.	Mini-lessons <ul style="list-style-type: none"> • taking notes • organizing information for informational writing • creating sections with headings • review compare/contrast • using primary and secondary sources • conducting interviews • using graphic organizers to organize 	Guiding Readers & Writers Pg. 429, 433-437, 73 Write Source 2000 Pg. 217-222 Write Source 2000 Program Guide 267-275, 277-284, 285-291	Students will develop questions and write a plan for gathering information a chosen topic.

Language Arts: Grade Six

**Adams County/Ohio Valley
Course of Study**

Content Standard: Research			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	<p>Mini-lesson:</p> <ul style="list-style-type: none"> • Primary resources • Secondary resources • Sources of information • Bibliography (citing information) <p>Student choose a topic to research and use multiple sources to gather information.</p>	<p>Write Source 2000 Pg. 217-235, 261-281</p> <p>Guiding Readers & Writing Pg. 429-435</p>	<p>Write Source 2000 Program guide Pg. 267-291, 325-342</p> <p>Student research project (focus on a variety of sources of information).</p>

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Research			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Identify elements of validity in sources, including publication date, coverage, language, points of view, and discuss primary and secondary sources.	<p>Mini-lesson</p> <ul style="list-style-type: none"> • Primary resources • Secondary resources • Citing information • Plagerism <p>Students research a topic and utilize a variety of resources and determine validity of those resources.</p>	<p>Write Source 2000 Pg. 217-235, 261-281</p> <p>Guiding Readers & Writers Pg. 429-439</p>	<p>Write Source 2000 Program Guide Pg. 267-291, 325-342</p> <p>Student research project (focus on validity of information)</p>

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Research			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables, graphic organizers).	Mini-lesson <ul style="list-style-type: none"> • Note-taking • Creating and using graphic organizers 	Write Source 2000 Pg. 217-235, 261-281 Guiding Readers & Writers Pg. 429-439	Write Source 2000 Program Guide Pg. 267-291, 325-342 Student research project (focus on paraphrasing and organizational use of information)

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Research			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Compare and contrast important findings and select sources to support central ideas, concepts and themes.	<p>Mini-lesson</p> <ul style="list-style-type: none"> • Compare/contrast information • Main idea and supporting details <p>Students choose a topic to research and compare and contrast findings to select information to use.</p>	<p>Write Source 2000 Pg. 217-235, 261-281, 312-313</p> <p>Guiding Readers & Writers Pg. 429-439, 402-403</p>	<p>Write Source 2000 Program Guide Pg. 267-291, 325-342</p> <p>Student research project (focus on choosing sources/information that supports chosen topic)</p>

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Course of Study**

Content Standard: Research			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Use quotations to support ideas.	<p>Mini-lesson -using quotations - citing the quote (credit) Modeling how quotations are used to support ideas.</p> <p>Students choose a topic to research and use at least one quotation to support ideas.</p>	Write Source 2000 Pg. 399-400.3	Student research project (focus on using a quote appropriately to support ideas(s)).

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Research			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, words cited).	<p>Mini-lesson</p> <ul style="list-style-type: none"> • How to credit information - in the body - bibliography - works-cited page <p>Student research a topic and cite and/or credit information used.</p>	Write Source 20000 Pg. 229-235	<p>Write Source 2000 Program Guide Pg. 289</p> <p>Student research project (focus on if/how sources are acknowledged appropriately)</p>

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Research			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
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.	<p>Mini-lesson</p> <ul style="list-style-type: none"> • public speaking techniques • multimedia presentation graphic aids <p>Students chooses a presentation style prepares a presentation of information based on student research repot.</p>	<p>Write Source 2000 Pg. 347-354</p> <p>Computer software: HyperStudio, Power Point etc.</p> <p>Guiding Readers & Writers Pg. 20-23, 38, 434, 435-436</p>	<p>Write Source 2000 Program Guide Pg. 394-398</p> <p>Student research project (focus on presentation of material and of information supports topic or research question)</p>

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Listening and Viewing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).	Mini-lesson <ul style="list-style-type: none"> • questioning skills • writing focused responses • participating in class discussions/talking appropriately Model active listening strategies.	Guiding Readers & Writers Pg. 178-180 Write Source 2000 Pg. 369-372	Guiding Readers & Writers Program Guide Pg. 411-417 Teacher observation

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Listening and Viewing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Summarize the main idea and draw conclusion from presentations and visual media.	Mini-lesson <ul style="list-style-type: none"> • review main idea • review summarizing Student will view a variety of visual media and draw a conclusion or identify main idea of the selection.	Write Source 2000 Pg. 355-360 Video taped visual media such as news clips, documentaries and commercials.	Write Source 2000 Program Guide Pg. 401-404 Students will summarize a selection after viewing and point out the main idea.

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Listening and Viewing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Interpret the speaker’s purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).	Mini-lesson <ul style="list-style-type: none"> review authors purpose – tie in to speaker’s purpose (inform, persuade, demonstrate (set of directions) 	Write Source 2000 Pg. 348 Guiding Readers & Writers Pg. 72	Student will listen to variety of clips of speeches/presentations to analyze the speakers purpose.

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Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Listening and Viewing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and which) used in presentations and media messages.	(1) Using commonly known ad slogans, introduce students to author's purpose (persuade) and target audience. (2) Provide list of definitions/examples of common propaganda techniques to students. (3) Use variety of advertising resources to demonstrate/identify common propaganda techniques and who the ads are intended to reach.	Classified ads, television ads, travel brochures, campaign letters, letters to the editor, etc. Various popular ad slogans.	Given sample ads, slogans, etc. Student will infer type of propaganda used and predict the intended audience. Students will create an ad/slogan for a product using one or more propaganda techniques for an intended audience.

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Speaking Skills and Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	Teacher modeling Using a variety of selections (fiction, non-fiction, informational, persuasive, etc.) lead a discussion to determine why author used the style of language contained in the selection.	Write Source 2000 Pg. 348, .340 Selections from various genres, written for various purposes at varying levels.	Given a set of selections (oral or written) student will determine author's/speaker's purpose and intended audience.

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Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Speaking Skills and Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas.	<p>Teacher modeling: Read Aloud Mini-lesson: Author's purpose</p> <p>Student will select an audience, an appropriate level text and read aloud using clear diction, tone, volume, phrasing and tempo.</p>	Read aloud selections from various levels.	Student read aloud to select audience.

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Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Speaking Skills and Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Adjust speaking content and style according to the needs of the situation, setting and audience.	Teacher modeling: Mini-lesson <ul style="list-style-type: none"> • Speaker’s purpose • Audience, situation, setting 	Write Source 2000 Pg. 248	Given a setting, situation and audience, student will give appropriate information that fits the given situation.

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Speaking Applications</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>8. Deliver information presentations (e.g., expository, research) that:</p> <ul style="list-style-type: none"> a. demonstrate an understanding of the topic and present events or ideas in a logical sequence; b. support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes; c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast); d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and e. draw from multiple sources and identify sources used. 	<p>NOTE: See content standard: Research section</p>	<p>Guiding Readers & Writers Pg. 429-439, 402-403, 20-23, 38, 434, 435-436</p> <p>Write Source 2000 Pg. 217-235, 261-281, 312-313</p>	<p>Student Research project.</p>

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Speaking Applications</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.	<p>Mini-lesson</p> <ul style="list-style-type: none"> • using descriptive language in writing and speaking • main idea and supporting ideas <p>Teacher generated extemporaneous speaking topics – have students randomly choose a topic and speak for 1 minute on the topic.</p> <p>Mad minute – student write as many descriptive words, phrases etc. in one minute on a give topic.</p>	Write Source 2000 Pg. 377	Students will create presentations that include descriptive language/details that support their chosen topic.

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Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Speaking Applications</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>10. Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> a. establish a clear position; b. include relevant evidence to support position and to address potential concerns of listeners; and c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution). 	<p>Mini-lesson</p> <ul style="list-style-type: none"> • main idea persuasive language • graphic organizers • propaganda techniques 	<p>Write Source 2000 Pg. 115-127, 308-319</p> <p>Computer Software – Hyper Studio Power Point</p>	<p>Write Source 2000 Program Guide Pg. 151-156 369, 377</p> <p>Student will choose a method of presentation to demonstrate their understanding of taking a position and supporting their view.</p>