

## **GRADE 6      LANGUAGE ARTS**

### **WRITING**

The purpose of the sixth grade writing program is to develop and apply their own voice in writing and use it in various writing styles and genres throughout the curriculum. Students will write with a clear focus, coherent organization, and sufficient detail.

#### **Imaginative writing:**

Students will:

- write stories or scripts containing the basic elements of fiction (characters, dialogue, setting, plot with a clear resolution).
- write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), in graphic elements (capital letters, line length).

#### **Informational/expository writing:**

Students will:

- write brief research reports with clear focus and supporting detail.
- write a short explanation of a process that includes a topic statement, supporting details, and a conclusion.
- write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.
- write for different audiences and purposes.

#### **Consideration of Audience and Purpose**

Students will:

- make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.

#### **Revising**

Students will:

- demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice, in their compositions after revising them.
- revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.
- improve word choice by using a dictionary or a thesaurus.

### **Standard English Conventions**

Students will:

- use knowledge of standard English conventions in their writing, revising, and editing.
- use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English, spelling (commonly used homophones) when writing, revising, and editing.

### **Organizing Ideas in Writing**

Students will:

- organize ideas in writing in a way that makes sense for their purpose.
- decide on the placement of descriptive details about setting, characters, and events in stories.
- group related ideas and place them in logical order when writing summaries or reports.
- organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.

### **Research**

Students will:

- gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.
- apply steps for obtaining information from a variety of sources, organize information, document sources, and present research in individual and group projects.
  - use an expanded range of print and non-print sources (atlases ,databases, electronic, on-line resources)
  - follow established criteria for evaluating information
  - locate specific information within resources by using indexes, table- of - contents, electronic search key words
  - organize and present research using the grade 5-6 Learning Standards in the Composition Strand as a guide for writing
  - provide appropriate documentation in a consistent format

### **Evaluation of Writing and Presentations**

Students will:

- develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.
- use prescribed criteria from a scoring rubric to evaluate composition recitation, or performances before presenting them to an audience.

### **Analysis of Media**

Students will:

- identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies, and provide evidence from the works to support their understanding.
- identify techniques used in educational reference software and websites and describe how these techniques are the same or different from techniques used by authors and illustrators of print material.

**Materials**

- Wordly Wise
- Houghton Mifflin Grammar

**Instruction:**

- Student portfolios
- Assigned writing with rubrics
- Sharing of piece- format of presenting written work
- Vocabulary collection sheets
- Personal spelling lists
- Book reports
- Book reviews
- Multi genre research paper
- Creative writing
- Mini lessons
- Alternate story endings
- Peer editing
- Group work
- Presentations
- Teacher guided instruction
- Conferencing
- Writer's Workshop

Prepared by Shawna Clifford and Deb Adam