

SAU Curriculum Framework

Grade 6

Writing and Oral Communication

Structures of Language	
Applying Understanding of Sentences, Paragraphs, Text Structures (W-1)	
W-1: Students demonstrate command of the structures of sentences, paragraphs, and text by...	
Grade 6	Student Friendly Language
W-6-1.1: Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (Local)	I will vary my sentences in length and structure to make them meaningful. I will include phrases and clauses.
W-6-1.2: Using the paragraph form: indenting, main idea, supporting details (Local)	I will write paragraphs that include: <ul style="list-style-type: none"> • indenting • main idea • supporting details
W-6-1.3: Recognizing organizational structures <i>within</i> paragraphs (Local) EXAMPLES (of text structures): description, sequential chronology, proposition/support, compare/contrast	I will recognize how the following text structures are organized <i>within</i> paragraphs: <ul style="list-style-type: none"> • description • sequential • chronology • proposition/ • support • compare/contrast
W-6-1.4: Applying a format and text structure appropriate to the purpose of the writing (Local) EXAMPLE: Given a paragraph, students write the next paragraph, using appropriate and consistent text structure	I will use the correct format and text structure appropriate to the purpose of my writing.
W-6-1.5: Subsumed in W-6-1.1	
W-6-1.6: Applying directionality as appropriate to text (Local)	I know how to organize my paper for specific writing assignments.
Reading Connection	
Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (W-2)	
W-2: In response to literary or informational text, students show understanding of plot /ideas/concepts by...	
W-6-2.1: Selecting appropriate information to set context/background (Local)	After I have read a text, I will select appropriate information to set the context/background.
W-6-2.2: Summarizing key ideas (Local)	I will summarize key ideas.
W-6-2.3: Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas (Local)	I will connect what I have experienced and what I have read to help me understand the relevant (important) ideas.
W-6-2.4: Not assessed at this grade level	

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Reading Connection	
Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (W-3)	
W-3: In response to literary or informational text read aloud, students make and support analytical judgments about text by...	
W-6-3.1: Stating and maintaining a focus (purpose), <u>a firm judgment, or point of view</u> when responding to a given question (Local)	I will state and maintain a focus, <u>a firm judgment or point of view (opinion)</u> when answering a question.
W-6-3.2: Making inferences about content, events, characters, setting, or common themes <u>and the relationship(s) among them</u> (Local) EXAMPLE: Identifying theme and then making links between content/events and theme	I will make inferences about: <ul style="list-style-type: none"> • content • events • characters • setting • common themes • <u>relationship(s) among them</u>
W-6-3.3: Using specific details and references to text <u>or relevant citations to support focus or judgment</u> (Local)	To support my focus or opinion (judgment) I will use: <ul style="list-style-type: none"> • specific details • references • <u>relevant citations (direct quotes)</u>
W-6-3.4: Organizing ideas, using transition words/phrases and writing a conclusion that provides closure (Local)	I will organize ideas by using: <ul style="list-style-type: none"> • transition words/phrases • writing a conclusion that provides closure
Expressive Writing	
Narrative Writing – Creating a Story Line and Applying Narrative Strategies (W-4)	
W-4: In written narratives, students organize and relate a story line/plot/series of events by...	
W-6-4.1: Creating a clear and coherent (logically consistent) story line	I will create a story line that is clear and connected (coherent).
W-6-4.2: Establishing context, problem/conflict/ challenge, and resolution, and <u>maintaining point of view, (1st person, 3rd person, or omniscient)</u>	When writing I will establish: <ul style="list-style-type: none"> • context (setting or background information) • problem/conflict/ challenge • resolution (solution) • <u>and maintain point of view (1st person, 3rd person)</u>
W-6-4.3: Using transition words/phrases to establish clear chronology and to <u>enhance meaning</u>	To enhance (increase) meaning, I will use transition words/phrases to show the sequence of events (chronology).
W-6-4.4: Not assessed at this grade level	
W-6-4.5: Not assessed at this grade level	
W-6-4.6: Not assessed at this grade level	

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Expressive Writing Narrative Writing – Creating a Story Line and Applying Narrative Strategies (W-5)	
W-5: Students demonstrate use of narrative strategies by...	
W-6-5.1: Using relevant and descriptive details <u>and sensory language</u> to advance the plot/story line (Local) EXAMPLE: I could hear bells ringing. It sent shivers down my spine.	To develop the plot/story line, I will use: <ul style="list-style-type: none"> • relevant details • descriptive details • <u>sensory language</u>
W-6-5.2: Using dialogue to advance plot/story line (Local)	I will use dialogue to advance (develop) the plot/story line.
W-6-5.3: Developing characters through description, <u>dialogue</u> , and <u>actions</u> (Local)	I will develop characters through: <ul style="list-style-type: none"> • description • <u>dialogue</u> • <u>actions</u>
W-6-5.4: <u>Using voice appropriate to purpose</u> (Local)	I will <u>use voice appropriate to the topic and audience</u> .
W-6-5.5: <u>Maintaining focus</u> (Local)	<u>I will maintain focus.</u>
W-6-5.6: Selecting and elaborating important ideas; and excluding extraneous details (Local)	I will select and elaborate important ideas. I will leave out extraneous (unimportant) details.
W-6-5.7: Not assessed at this level	
Informational Writing Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (W-6)	
W-6: In informational writing (reports or procedures), students organize ideas/concepts by ...	
W-6-6.1: Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast	I will organize my ideas by using the appropriate text structure such as: <ul style="list-style-type: none"> • description • sequential • chronology • proposition/support • compare/contrast
W-6-6.2: Selecting appropriate information to set context, <u>which may include a lead/hook</u> (Local) EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation	I will select appropriate information to set context, <u>which may include a lead/hook</u> .

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Informational Writing	
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (W-7)	
W-7: In informational writing (reports or procedures only), students effectively convey purpose by...	
W-6-7.1: Establishing a topic (Local)	I will establish a topic.
W-6-7.2: Stating and maintaining a focus/controlling idea on a topic (Local)	I will state and maintain a focus/controlling idea.
W-6-7.3: Not assessed at this grade level	
W-6-7.4: Not assessed at this grade level	
W-6-7.5: Not assessed at this grade level	
Informational Writing	
Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies W-8)	
W-8: In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by ...	
W-6-8.1: Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)	I will include facts and details relevant to my focus/controlling idea. I will leave out (exclude) unimportant (extraneous) information.
W-6-8.2: Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local)	To completely cover the topic, I will include details or facts such as: <ul style="list-style-type: none"> • naming • describing • explaining • comparing • using visual images
W-6-8.3: <u>Addressing readers’ concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (Local)</u>	I will <u>address readers’ concerns by:</u> <ul style="list-style-type: none"> • <u>including pros and cons (counterarguments)</u> • <u>explaining procedures</u> • <u>providing context</u>
W-6-8.4: Not assessed at this grade level	

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Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (W-9)	
W-9: In independent writing, students demonstrate command of appropriate English conventions by...	
W-6-9.1: <u>Applying rules of standard English usage to correct grammatical errors</u> EXAMPLES: subject-verb agreement, <u>irregular plurals</u> , <u>sentence fragments and run-ons</u>	I will <u>apply grammar rules to correct errors</u> such as: <ul style="list-style-type: none"> • subject/verb agreement • <u>irregular plurals</u> • <u>sentence fragments</u> • <u>run-ons</u>
W-6-9.2: Applying basic capitalization rules	I will know when to capitalize words.
W-6-9.3: Subsumed in W-6-9.4	
W-6-9.4: Using punctuation to clarify meaning EXAMPLES: commas, apostrophes, quotation marks	I will use punctuation to clarify meaning such as: <ul style="list-style-type: none"> • commas • apostrophes • quotation marks
W-6-9.5: Correctly spelling grade-appropriate, high-frequency words, including homonyms and homophones and applying syllables and affix spelling patterns/rules (Local) EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes	I will spell sixth grade high-frequency words correctly including homonyms and homophones. I will apply the rules of syllables and affix spelling patterns such as: <ul style="list-style-type: none"> • consonant doubling • consonant patterns • units of meaning- common root • base words, • prefixes/suffixes

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Habit of Writing: Uses a Writing Process (W-10)	
W-10: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.	
See Appendix B for Writing Process	<p>To produce a final writing product, I will use these steps:</p> <ul style="list-style-type: none"> • prewriting • drafting • revising(critiquing) • editing • publishing <p>(See Appendix B)</p>
Habit of Writing: Writing Extensively (W-11)	
W:HW:2: Demonstrates the habit of writing extensively by...	
W-6-11.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)	I will write often in and out of school.
W-6-11.2: Sharing thoughts, observations, or impressions (Local)	I will write my thoughts, observations, or impressions.
W-6-11.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers' writers' notebook, letter and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics	<p>I will think of topics for many writing forms such as:</p> <ul style="list-style-type: none"> • journal writing • free writing • poetry • quick writes • scientific observations • learning logs • readers'/writers' notebook • letters • personal notes • reading response journal • sketch • journal/cartooning • songs • lyrics
W-6-11.4: Writing in a variety of genres (Local)	I will write in a variety of genres.

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Oral Communication Strategies (OC1)	
W:OC:1: In oral communication, students demonstrate interactive listening by ...	
OC-6-1.1: Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)	I will follow instructions to complete tasks, answer questions or solve problems.
OC-6-1.2: Summarizing, paraphrasing, questioning, or contributing to information presented (Local)	When information is presented I will: <ul style="list-style-type: none"> • summarize • paraphrase • question • contribute
OC-6-1.3: Not assessed at this grade level	
OC-6-1.4: Participating in large and small group discussions showing respect for a range of individual ideas (Local)	I will respectfully listen and respond to the individual ideas of others.
OC-6-1.5: Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)	To solve problems, make decisions or achieve a goal, I will work with others to determine a solution that is fair to all.
Oral Communication Strategies (OC-2)	
W:OC:2: In oral communication, students make oral presentations by...	
OC-6-2.1: Demonstrating skills and logical organization and language use in interpersonal, small group and public exchanges (eg., discussions, interviews)	I will behave and speak in a way that is appropriate to my audience and purpose.
OC-6-2.2: Using verbal and nonverbal choices to convey consistent focus	As I am speaking, I will stay focused on my topic by using appropriate words, facial expressions and gestures.
OC-6-2.3: Telling stories, giving information using details /elaboration and providing a coherent conclusion EXAMPLE: using books, pictures displays, graphics or artifacts	I will tell stories or give information with details/elaboration and provide a logical (coherent) conclusion. As I speak, I will also use books, pictures, displays, graphics or artifacts to convey meaning.
OC-6-2.4: Effectively responding to audience questions and feedback	I will respond to questions from the audience and give feedback.
OC-6-2.5: <u>Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, , inflection, , intonation, rhythm, and gesture) to communicate ideas effectively (Local)</u>	To engage my audience and communicate ideas effectively, I will use a variety of strategies such as: <ul style="list-style-type: none"> • <u>eye contact</u> • <u>speaking rate</u> • <u>volume</u> • <u>articulation</u> • <u>inflection</u> • <u>intonation</u> • <u>rhythm</u> • <u>gestures</u>
OC-6-2.6: Not assessed at this grade level	

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Expressive Writing Poetry (W-12)	
W-12: In writing poetry, students demonstrate awareness of purpose by...	
W-6-12.1: Not assessed at this grade level	
W-6-12.2: Not assessed at this grade level	
W-6-12.3: Not assessed at this grade level	
Expressive Writing Poetry (W-13)	
W-13: In writing poetry, use language effectively by...	
W-6-13.1: Not assessed at this grade level	
W-6-13.2: Not assessed at this grade level	
W-6-13.3: Not assessed at this grade level	
W-6-13.4: Not assessed at this grade level	
Expressive Writing Reflective Essay (W-14)	
W-14: In reflective writing, students explore and share thoughts, observations, and impressions by...	
W-6-14.1: Not assessed at this grade level	
W-6-14.2: Not assessed at this grade level	
W-6-14.3: Not assessed at this grade level	
W-6-14.4: Not assessed at this grade level	
W-6-14.5: Not assessed at this grade level	
W-6-14.6: Not assessed at this grade level	