

# Course Syllabus

## Language Arts, Writing-Grade 6

Morgan County Curriculum 4.1 Middle Sch., Final  
Morgan County School District

### Writing Content-Grade 6

- The learner will be able to establish and maintain a focused purpose to communicate with an authentic audience by:
  - \* Narrowing the topic to create a specific purpose for writing.
  - \* Establishing a controlling idea, theme or conclusion about the topic.
  - Choosing a perspective authentic to the writer.
  - \* Analyzing and addressing the needs of the intended audience.
  - Adhering to the characteristics of the form.
  - \* Applying a suitable tone.
  - \* Allowing voice to emerge when appropriate.
- The learner will be able to in Reflective Writing:
  - \* Evaluate personal progress toward meeting goals in literacy skills.
  - Analyze and address needs of the intended audience.
  - \* Sustain a suitable tone or appropriate voice.
- The learner will be able to in Personal Expressive Writing:
  - \* Communicate the significance of the writer's life experience by narrating about life events, relationships, or central ideas.
  - \* Apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay).
  - \* Create point of view.
  - \* Sustain a suitable tone or appropriate voice.
- The learner will be able to in Literary Writing:
  - \* Communicate to an audience about the human condition (e.g., by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary)
  - \* Apply characteristics of the selected form (e.g., short story, play/script, poem).
  - \* Sustain a suitable tone or appropriate voice.
  - \* Apply a fictional perspective in literary writing when appropriate.
- The learner will be able to in Transactive Writing:
  - \* Communicate a purpose through informing, persuading, or analyzing.
  - Develop an effective angle to achieve purpose.
  - \* Communicate as an informed writer to clarify what the reader should know, do, or believe as a result of reading the piece.
  - \* Apply characteristics of the selected form (e.g., letter, feature article, editorial, speech)
  - Sustain a suitable tone.
  - \* Allow voice to emerge when appropriate.
- The learner will be able to support main ideas and deepen the audience's understanding of purpose by:
  - \* Developing logical, justified, and suitable explanations.
  - \* Providing relevant elaboration.
  - \* Explaining related connections or reflections.
  - \* Applying idea development strategies appropriate to the form.
- The learner will be able to in Reflective Writing:
  - \* Develop the connection between literacy skills (reading and writing) and understanding of content knowledge.
  - \* Describe own literacy skills, strategies, processes or areas of growth.
  - \* Analyze own decisions about literacy goals.
  - \* Evaluate own strengths and areas for growth.
  - \* Support claims about self.
- The learner will be able to in Personal Expressive/Literary Writing:
  - \* Communicate theme/main idea through use of literary elements appropriate to the genre;
  - Develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions, or dialogue when appropriate.
  - Develop plot/story line appropriate to the form.
  - Develop an appropriate setting, mood, scene, image, or feeling.
  - \* Apply literary or poetic devices (e.g., simile, metaphor, personification) when appropriate.
  - \* Incorporate reflection, insight, and analysis when appropriate.

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- The learner will be able to in Transactive Writing:
  - \* Communicate relevant information to clarify and justify a specific purpose.
  - \* Develop a deliberate angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals).
  - \* Develop explanations to support the writer's purpose.
  - \* Apply research to support ideas with facts and opinions.
  - \* Incorporate persuasive techniques (e.g., expert opinion, emotional/logical appeal, repetition) or propaganda techniques (e.g., testimonial, bandwagon) when appropriate.

### Writing Structure-Grade 6

- The learner will be able to create unity and coherence to accomplish the focused purpose by:
  - \* Engaging the audience.
  - \* Establishing a context for reading when appropriate.
  - \* Communicating ideas and support in a meaningful order.
  - \* Applying transitions and transitional elements to guide the reader through the piece.
  - \* Developing effective closure.
- The learner will be able to in Reflective Writing:
  - \* Engage the interest of the reader.
  - \* Communicate ideas and details in meaningful order.
  - \* Apply a variety of transitions or transitional elements between ideas and details to guide the reader.
  - \* Apply paragraphing effectively.
  - \* Create conclusions effectively.
- The learner will be able to in Personal Expressive/Literary Writing:
  - \* Engage the interest of the reader.
  - \* Communicate ideas and details in meaningful order.
  - \* Apply organizational devices (e.g., foreshadowing, flashback) when appropriate.
  - \* Apply a variety of transitions or transitional elements between ideas and details to guide the reader.
  - \* Apply paragraphing effectively.
  - \* Arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape.

\* Create conclusions effectively.

- The learner will be able to in Transactive Writing:
  - \* Establish a context for reading.
  - \* Apply the accepted format of the genre.
  - \* Develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose.
  - \* Arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details.
  - \* Apply paragraphing effectively.
  - \* Incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate.
  - \* Create conclusions effectively.
- The learner will be able to create effective sentences by:
  - \* Applying a variety of structures and lengths.
  - \* Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate.
- The learner will be able to in Reflective Writing:
  - \* Develop sentences of various structures and lengths throughout the piece.
  - \* Develop complete sentences or apply unconventional structures when appropriate.
- The learner will be able to in Personal Expressive/Literary Writing:
  - \* Develop sentences of various structures and lengths throughout the piece.
  - \* Develop complete sentences or apply unconventional structures for an intentional effect when appropriate.
  - \* Arrange poetic language in meaningful order.
  - \* Apply poetic line breaks effectively.
- The learner will be able to in Transactive Writing:
  - \* Develop complete, concise sentences or apply unconventional structures when appropriate.

### Writing Conventions

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- The learner will be able to exemplify effectively language choices by:
  - \* Applying correct grammar and usage.
  - \* Applying concise use of language.
  - \* Incorporating strong verbs, precise nouns, concrete details, and sensory details. \* Applying language appropriate to the content, purpose, and audience.
- The learner will be able to in Reflective Writing:
  - \* Adhere to standard guidelines for grammar and usage or apply nonstandard for effect. \* Apply language concisely.
  - \* Incorporate language appropriate to the content, purpose, and audience.
- The learner will be able to in Personal Expressive/Literary Writing:
  - \* Adhere to standard guidelines for grammar and usage or apply nonstandard for effect. \*
  - Incorporate language based on economy, precision, richness, or impact on the reader.
  - \* Develop ideas through descriptive or figurative language.
- The learner will be able to in Transactive Writing:
  - \* Adhere to standard guidelines for usage and grammar.
  - \* Apply precise word choice.
  - \* Incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience.
- The learner will be able to communicate clearly by:
  - \* Applying correct spelling.
  - \* Applying correct punctuation.
  - \* Applying correct capitalization.
  - \* Incorporating acceptable departure from standard correctness to enhance meaning when appropriate.
  - \* Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing source).
- The learner will be able to \* Connecting to content knowledge.
  - \* Connecting with prior learning and experience.
  - \* Initiating an authentic reason to write.
  - \* Thinking about a subject, an experience, a question, an issue or a problem to determine a meaningful reason to write.
- The learner will be able to \* Selecting/narrowing topic.
  - \* Establishing a purpose and central/controlling idea or focus. \* Identifying and analyzing the audience.
  - \* Determining the most appropriate form to meet the needs of purpose and audience. \*
  - Generating ideas (e.g., reading, journaling, mapping, webbing, note taking, interviewing, researching, writing-to-learn activities).
  - \* Organizing Ideas - examining other models of good writing, and appropriate text structures to match purpose and organize writing.
- The learner will be able to \* Writing draft(s) for an intended audience.
  - \* Developing topic, elaborating ideas, exploring sentence variety and language use. \*
  - Organizing writing.
- The learner will be able to \* Reflecting to determine where to add, delete, rearrange, define/redefine, or elaborate content.
  - \* Conferencing with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine, or elaborate content.
  - \* Checking for accuracy of content.
  - \* Considering voice, tone, style, intended audience, coherence, transitions. \*
  - Comparing with rubric criteria and anchor papers/models.
  - \* Considering effectiveness of language usage and sentences to communicate ideas.
- The learner will be able to narrow topic for selected writing.
- The learner will be able to identify topic sentence of a paragraph.

<b>Writing Process-Grade 6</b>
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- The learner will be able to select appropriate supporting details.
- The learner will be able to identify extraneous/irrelevant materials.
- The learner will be able to correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position.
- The learner will be able to apply the most effective transitions.
- The learner will be able to develop effective introductions and closures for writing.
- The learner will be able to eliminate redundant words and phrases.
- The learner will be able to choose the most specific word for use in a sentence.
- The learner will be able to \* Checking for correctness with self, teacher or peer(s):
  - Language usage
  - Sentence structure
  - Spelling
  - Capitalization
  - Punctuation
  - Documentation of sources\* Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks).
- The learner will be able to apply knowledge of subject/verb agreement with both singular and plural subjects.
- The learner will be able to apply knowledge of present, past, and future verb tenses.
- The learner will be able to apply knowledge of comparative and superlative forms of adjectives and adverbs.
- The learner will be able to apply knowledge of special problems in usage (e.g., a/an, to/two/too, their/there/they're), pronoun references, and double negatives.
- The learner will be able to apply knowledge of idiomatic expressions.
- The learner will be able to correct run-on and awkward sentences.
- The learner will be able to correct sentence fragments.
- The learner will be able to combine short choppy sentences effectively.
- The learner will be able to combine simple sentences by using subordination and coordination.
- The learner will be able to correct sentences with misplaced and/or dangling modifiers.
- The learner will be able to apply knowledge of spelling patterns, generalizations, and rules to commonly used words.
- The learner will be able to apply knowledge of spelling patterns, generalizations, and rules to plural forms of words.
- The learner will be able to apply knowledge of spelling patterns, generalizations, and rules to contractions.
- The learner will be able to apply knowledge of spelling patterns, generalizations, and rules to change verb endings.
- The learner will be able to capitalize proper nouns (e.g., names, days, months).
- The learner will be able to capitalize the beginning of sentences.
- The learner will be able to capitalize the pronoun "I".
- The learner will be able to capitalize proper adjectives.
- The learner will be able to capitalize the first word and every succeeding main word in a title.
- The learner will be able to capitalize the first word and every succeeding main word in a title.
- The learner will be able to correctly punctuate declarative, exclamatory, interrogative, and imperative sentences.

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- The learner will be able to use commas in a series, a date, a compound sentence, and the greeting and closing of a letter.
- The learner will be able to correctly apply the rules of punctuation for commas in appositives, direct address, and introductory phrases and clauses.
- The learner will be able to correctly apply the rules of punctuation for periods and abbreviations and acronyms.
- The learner will be able to correctly apply the rules of punctuation for semi-colons in items in a series and combined sentences.
- The learner will be able to correctly apply the rules of punctuation for colons in introducing a list and writing the business letter greeting.
- The learner will be able to correctly apply the rules of punctuation for quotation marks in dialogue, titles and direct/indirect quotes.
- The learner will be able to document use of sources.
- The learner will be able to \* Sharing final piece with intended audience.
- The learner will be able to reflecting upon:
  - Progress, growth, and goals as a writer
  - Literacy skills
  - Who or what has influenced progress and growth
  - Approaches used when composing (e.g., free-writing, mental composing, research, drawing, webbing).
- The learner will be able to correctly apply the rules of punctuation for apostrophes in possessives and contractions.
- The learner will be able to describe various factors that influence consumer decisions such as peer pressure, impulses, desire for status, and advertising techniques (facts and figures, glittering generalities, jingles/slogans endorsement/testimonial, bandwagon, emotional appeal, free gifts/rewards) and explain why they are influential.

<b>Consumerism [20%]</b>
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- The learner will be able to explain and give examples of wants and needs that influence consumer decisions.
- The learner will be able to explain factors (brand name, price, quality, features, availability) to consider when making consumer decisions and will compare and evaluate product and services based on these factors.