

Grade Curriculum Map
Instructional Plan for 6 Classical Language Arts
Robert J. Buss
St. Paul's Lutheran School
Revised: June 2021

Grade 6 Curriculum
Instructional Plan for Classical Language Arts: Grammar, Spelling, Handwriting, and Writing Process
Submitted by Robert J. Buss
Written: July 2019

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	Content Type	Objectives	Standards	Assessment	Materials
A U G U S T & S E P T E M B E R	<ul style="list-style-type: none"> 24 	<ul style="list-style-type: none"> Vocabulary building: active vocabulary journal Review of cursive writing formation Spelling, Vocabulary, and Poetry Language Writing Process <ul style="list-style-type: none"> Letters— friendly, post cards, thank-you notes Grammar <ul style="list-style-type: none"> Sentence structure, kinds of sentences Identifying subject and predicate Nouns: <ul style="list-style-type: none"> Recognize common, proper, compound Use: <ul style="list-style-type: none"> As subjects, predicate nominatives, direct objects, indirect objects, objects of the preposition In direct address Make subject agree with verb Capitalization: <ul style="list-style-type: none"> Proper nouns: <ul style="list-style-type: none"> Particular persons, places, things; words referring to Deity or the Holy Scriptures Words formed from proper nouns: <ul style="list-style-type: none"> Proper adjectives Abbreviations of proper nouns Titles of persons: <ul style="list-style-type: none"> Used before a person's name as part of the name Used alone in direct address Titles of works: <ul style="list-style-type: none"> First, last, and all important words in titles of books, 	<ul style="list-style-type: none"> Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking & Listening: 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Conventions of Language: <ul style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase 	<ul style="list-style-type: none"> Daily Language lessons and homework completed 5th:Weekly Spelling and Poetry Assignments 6th Weekly Spelling lists and vocabulary activities Micro-writing assignments for in-class credit One Reader's Response paper Chapter Tests in language Weekly Spelling tests Handwriting seatwork completed weekly 	<ul style="list-style-type: none"> Abeka Language B -5th Lessons: 1-23 Abeka Language C - 6th Lessons: 1-23 Handwriting 5 Weeks: 1-5 Handwriting 6 Weeks: 1-5 Spelling, Vocabulary, & Poetry 5 Lessons: 1-5 Spelling 6 List: 1-5 Novel: Fledgling

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		<p>magazines, newspapers, poems, stories, plays, and works of art</p> <ul style="list-style-type: none"> • First word in a sentence, including quoted sentences • Pronoun I 			
<p>O C T O B E R</p>	<ul style="list-style-type: none"> • 20 	<ul style="list-style-type: none"> • Oral reading • Reading comprehension: Narrator Point of View • Speed reading • Vocabulary building • Review of cursive writing formation • Spelling, Vocabulary, and Poetry • Language Writing Process <ul style="list-style-type: none"> o Gathering information o Writing with details o Writing an encyclopedia report • Writing book reports begins: 2/month <p>Grammar</p> <ul style="list-style-type: none"> • Pronouns: <ul style="list-style-type: none"> o Recognize personal pronouns: nominative, objective, possessive <ul style="list-style-type: none"> o Choose correct pronoun case • Recognize: <ul style="list-style-type: none"> o Compound, demonstrative, and interrogative pronouns o indefinite pronouns • Make pronoun agree with the verb <ul style="list-style-type: none"> o punctuation, capitalization • Recognizing and using 3 parts of speech; noun, verb, pronoun • Punctuation: <ul style="list-style-type: none"> • End marks • Commas: <ul style="list-style-type: none"> o Before a coordinating conjunction joining two simple sentences o To indicate where word(s) have been omitted o To avoid a possible misreading 	<p>Writing: Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> o a. Introduce claim(s) and organize the reasons and evidence clearly. o b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. o c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. o d. Establish and maintain a formal style. o e. Provide a concluding statement or section that follows from the argument presented. <ul style="list-style-type: none"> • Speaking & Listening: 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> o b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • Conventions of English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). 	<ul style="list-style-type: none"> • Daily Language lessons and homework completed • 5th: Weekly Spelling and Poetry Assignments • 6th Weekly Spelling lists and vocabulary activities • Micro-writing assignments for in-class credit • One Reader's Response paper • Chapter Tests in language • Weekly Spelling tests • Handwriting seatwork completed weekly 	<p>Abeka Language B -5th Lessons: 24-44</p> <p>Abeka Language C - 6th Lessons: 24-44</p> <p>Handwriting 5 Weeks: 6-9</p> <p>Handwriting 6 Weeks: 6-9</p> <p>Spelling & Poetry 5 Lessons: 6-9</p> <p>Spelling 6 List: 6-9</p> <p>Novel: Rascal</p>

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		<ul style="list-style-type: none"> ○ To indicate nonessential elements in a sentence: nouns of direct address; well, yes, no, why ○ To indicate parenthetical words or expressions ○ In dates and addresses ○ In letter salutations and closings ● Write: <ul style="list-style-type: none"> ○ Friendly letter and social notes 			
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N O V E M B E R	<ul style="list-style-type: none"> ● 19 	<ul style="list-style-type: none"> ● Oral reading ● Reading comprehension: Understanding the structure of action to a climax ● Speed reading ● Vocabulary building ● Practice penmanship through creative writing and word exercises ● Spelling, Vocabulary, and Poetry ● Language Writing Process: Creative writing ● Grammar ● Adjectives: <ul style="list-style-type: none"> ○ Know distinguishing characteristics of adjectives ○ Correctly use compound proper adjectives ● Recognize: <ul style="list-style-type: none"> ○ Predicate adjectives, verbs used as adjectives ○ Prepositional phrases used as adjectives ● Use and compare adjectives correctly ● Correctly use less, least; fewer, fewest; them, those ● Place adjectives correctly in sentence ● Learn how to use adjective-forming suffixes <ul style="list-style-type: none"> ○ punctuation, ○ capitalization facts, 	<ul style="list-style-type: none"> ● Writing: 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> ○ a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. ○ b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ○ c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ○ d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. ○ e. Provide a conclusion that follows from the narrated experiences or events. ● Speaking & Listening: 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> ○ c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 	<ul style="list-style-type: none"> ● Personal Narrative writing 2-3 pages scored with rubric in stages of the writing process ● Daily Language lessons and homework completed ● 5th: Weekly Spelling and Poetry Assignments ● 6th Weekly Spelling lists and vocabulary activities ● Micro-writing assignments for in-class credit ● One Reader's Response paper ● Chapter Tests in language ● Weekly Spelling tests ● Handwriting seatwork completed weekly 	<p>Abeka Language B -5th Lessons: 45-62</p> <p>Abeka Language C - 6th Lessons: 45-62</p> <p>Handwriting 5 Weeks: 10-13</p> <p>Handwriting 6 Weeks: 10-13</p> <p>Spelling & Poetry 5 Lessons: 10-13</p> <p>Spelling 6 List: 10-13</p> <p>Novel: Hatchet</p>

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		<ul style="list-style-type: none"> o abbreviations, o possessive words o Word usage (deciphering plurals, possessives and contractions) o Forming plurals and common contractions • Recognizing and using 4 parts of speech: noun, verb, pronoun, adjective • Apostrophes: <ul style="list-style-type: none"> o To show possession o To show omissions from a word o To show omissions from an expression • With s to form: <ul style="list-style-type: none"> o The plural of letters o The plural of numbers, signs, and words used as words • Quotation marks: <ul style="list-style-type: none"> o In a direct quotation o To enclose titles of short stories, short poems, song • Write: <ul style="list-style-type: none"> o Dialogue <p>Spelling Skills Applied:</p> <ul style="list-style-type: none"> • Use vocabulary words in proper context • Memorize vocabulary definitions • Correctly write sentences dictated by teacher using vocabulary words 	<ul style="list-style-type: none"> o d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. • Conventions of English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> o b. Use intensive pronouns (e.g., myself, ourselves). o c. Recognize and correct inappropriate shifts in pronoun number and person.* o d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* 		
D E C E M B E R	<ul style="list-style-type: none"> • 15 	<ul style="list-style-type: none"> • Reading: Distinguishing viewpoint and perspective through various styles of writing and various character types: hero, antihero, foil, etc. • Practice penmanship through creative writing and word exercises • Two poems committed to memory • Writing Process: Gathering information • Dictionary skills • Grammar: Recognizing and using 5 parts of speech: noun, pronoun, verb, adjective, adverb 	<ul style="list-style-type: none"> • Writing: 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Speaking & Listening: 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. • Conventions of English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> o b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 	<ul style="list-style-type: none"> • Daily Language lessons and homework completed • 5th: Weekly Spelling and Poetry Assignments • 6th Weekly Spelling lists and vocabulary activities • Micro-writing assignments for in-class credit 	<p>Abeka Language B -5th Lessons: 63-78</p> <p>Abeka Language C - 6th Lessons: 63-78</p> <p>Handwriting 5 Weeks: 14-16</p> <p>Handwriting 6 Weeks: 14-16</p> <p>Spelling & Poetry 5 Lessons: 14-16</p> <p>Spelling 6</p>

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		<ul style="list-style-type: none"> • Write a Movie vs. Book Review and Use Peer Editing to Revise • Semicolons: <ul style="list-style-type: none"> o To separate simple sentences not joined by a conjunction o With a conjunction to join two simple sentences if those sentences already contain commas • Colons: <ul style="list-style-type: none"> o Before a list of items o Between chapter and verse of a Bible reference o Between hour and minute when writing the time o After the salutation of a business letter • Underlining: <ul style="list-style-type: none"> o titles of books, magazines, newspapers, plays, works of art, ships, trains, and airplanes • Adverbs: <ul style="list-style-type: none"> o Distinguish adjectives from adverbs o Identify prepositional phrases used as adverbs o Correctly use: good, well o Adverbs in comparisons o Avoid double negatives and double comparisons • Paragraphs: • Develop: <ul style="list-style-type: none"> o A good topic sentence o Paragraphs with details, examples, reasons, or brief story o Use paragraph unity o Develop sentence order: chronological order, order of importance 	<ul style="list-style-type: none"> o c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. o d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<ul style="list-style-type: none"> • One Reader's Response paper • Chapter Tests in language • Weekly Spelling tests • Handwriting seatwork completed weekly 	<p>List: 14-16</p> <p>Biography & poetry Diary of Anne Frank</p>
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		<ul style="list-style-type: none">• Poems, rhymes, couplets, picture poetry• Haiku and cinquain poetry <p>Spelling Skills Applied:</p> <ul style="list-style-type: none">• Create good sentences using spelling and vocabulary words• Apply spelling and phonics concepts through daily teacher-directed oral practice and independent written practice			
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J A N U A R Y	<ul style="list-style-type: none"> 21 	<ul style="list-style-type: none"> Story Grammar Theme <ul style="list-style-type: none"> Determine a theme of a story, drama, or poem from details in the text Character: <ul style="list-style-type: none"> How characters in a story or drama respond to challenges How the speaker in a poem reflects upon a topic; Summarize the text. Weekly penmanship exercises Two poems committed to memory Grammar: Recognizing and using 6 parts of speech: noun, verb, pronoun, adjective, adverb, conjunction Dictionary skills, glossary skills Writing a Paper for the science project (research paper) Hyphens: <ul style="list-style-type: none"> To divide a word at the end of the line <ul style="list-style-type: none"> In compound numbers In fractions used as adjectives The sentence: <ul style="list-style-type: none"> Identify sentences and fragments Correct sentence fragments and run-on sentences Recognize four types of sentences: declarative, imperative, interrogative, exclamatory Locate simple and complete subjects and predicates <ul style="list-style-type: none"> Identify compound subjects and verbs; compound sentences Locate out-of-the-ordinary subjects and verbs Parts of speech: 	<ul style="list-style-type: none"> 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. Writing: 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. Writing: 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Conventions of Language: <ul style="list-style-type: none"> 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when 	<ul style="list-style-type: none"> Daily Language lessons and homework completed 5th: Weekly Spelling and Poetry Assignments 6th Weekly Spelling lists and vocabulary activities Micro-writing assignments for in-class credit One Reader's Response paper Chapter Tests in language Weekly Spelling tests Handwriting seatwork completed weekly 	<ul style="list-style-type: none"> Abeka Language B -5th Lessons: 79-90 Abeka Language C - 6th Lessons: 79-90 Handwriting 5 Weeks: 17-20 Handwriting 6 Weeks: 17-20 Spelling & Poetry 5 Lessons: 17-20 Spelling 6 List: 17-20 Poetry Author Study Novel Bridge to Terabithia:

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		<ul style="list-style-type: none"> o Recognize and diagram all eight parts of speech • Verbs: <ul style="list-style-type: none"> o Distinguish action, state of being, helping, and linking verbs o Recognize verb phrases, principal parts of verbs, and irregular verbs o Use spelling rules for verb endings o Use action verbs with picturing power o Find exact verbs o Use troublesome verbs correctly • Write a compare-and-contrast paragraph • Write a narrative paragraph <p>Spelling Skills Applied:</p> <ul style="list-style-type: none"> • Learn about the history and literal meaning of words • Learn to pronounce thousands of words correctly • Become familiar with a pronunciation key 	<p>considering a word or phrase important to comprehension or expression.</p>		
<p>F E B R U A R Y</p>	<ul style="list-style-type: none"> • 18 	<ul style="list-style-type: none"> • Story Grammar: Plot, Rising Action, Conflict, and Resolution • Theme <ul style="list-style-type: none"> o Determine a theme of a story, drama, or poem from details in the text • Character: <ul style="list-style-type: none"> o How characters in a story or drama respond to challenges o How the speaker in a poem reflects upon a topic; o Summarize the text. • Grammar Recognizing and using 7 parts of speech: noun, verb, pronoun, adj, adv, conj, exclamation • Write an Extension or Sequel to a book with a minimum of three pages 	<ul style="list-style-type: none"> • Speaking & Listening: 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.) • Conventions of English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> o e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* 	<ul style="list-style-type: none"> • Research Project for History and Social Studies Fair: Writing process is graded in Language Arts Grading. . • Daily Language lessons and homework completed • 5th:Weekly Spelling and Poetry Assignments • 6th Weekly Spelling lists and vocabulary activities 	<p>Abeka Language B -5th Lessons: 91-107 Abeka Language C - 6th Lessons: 91-107</p> <p>Handwriting 5 Weeks: 21-24 Handwriting 6 Weeks: 21-24</p> <p>Spelling & Poetry 5 Lessons: 21-24 Spelling 6 List: 21-24</p> <p>Novel: Tuck Everlasting</p>

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		<p>demonstrating a general plot, depth of characterization, and theme. Read it aloud.</p> <ul style="list-style-type: none"> • Understand the value of creativity in writing • Write alliterated sentences and acrostics • Proofread with correction symbols while rewriting and perfecting work • Write topical journal entries • Descriptions, portraits, dialogue • With "color words" <p>Spelling Skills Applied:</p> <ul style="list-style-type: none"> • Practice proofreading skills while also learning about the origin and development of the English language from a Christian perspective • Develop spelling skills using Greek and Latin roots, prefixes, and suffixes 		<ul style="list-style-type: none"> • Micro-writing assignments for in-class credit • One Reader's Response paper • Chapter Tests in language • Weekly Spelling tests • Handwriting seatwork completed weekly 	
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M A R C H	<ul style="list-style-type: none"> 17 	<ul style="list-style-type: none"> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Metaphors and similes. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Describe how a narrator's or speaker's point of view influences how events are described. Writing Process: <ul style="list-style-type: none"> Making an outline Writing a library research paper Grammar: Recognizing and using all eight parts of speech (add prepositions) Prepositions: <ul style="list-style-type: none"> Recognize prepositional phrases Distinguish prepositions from adverbs Avoid: <ul style="list-style-type: none"> Preposition errors Unnecessary prepositions <p>Spelling Skills Applied:</p> <ul style="list-style-type: none"> Apply knowledge of prefixes, roots, suffixes to: <ul style="list-style-type: none"> Form words Answer comprehension questions 	<ul style="list-style-type: none"> Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). Conventions of English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly 	<ul style="list-style-type: none"> Daily Language lessons and homework completed 5th: Weekly Spelling and Poetry Assignments 6th Weekly Spelling lists and vocabulary activities Micro-writing assignments for in-class credit One Reader's Response paper Chapter Tests in language Weekly Spelling tests Handwriting seatwork completed weekly 	<p>Abeka Language B -5th Lessons: 107-122 Abeka Language C - 6th Lessons: 107-122</p> <p>Handwriting 5 Weeks: 25-27 Handwriting 6 Weeks: 25-27</p> <p>Spelling & Poetry 5 Lessons: 25-27 Spelling 6 List: 25-27</p> <p>Novel: Holes Heuristic for Assessment of Characters in a Novel</p>

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A P R I L	<ul style="list-style-type: none"> 20 	<ul style="list-style-type: none"> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. Grammar: Recognizing and using all eight parts of speech (add prepositions) Read informational texts with opposing viewpoints and choose to defend a side in a formal debate. Conjunctions: <ul style="list-style-type: none"> Recognize coordinating and correlative conjunctions Interjections Write about an emotion and a memory Apply the Writing Process to writing paragraphs Write a library research report using the Writing Process: <ul style="list-style-type: none"> Make bibliography cards and preliminary outline Take notes Make a final outline Write the rough, second, and final drafts Write the final bibliography <p>Spelling Skills Applied:</p> <ul style="list-style-type: none"> Exceptions to spelling rules Words that follow no spelling pattern How to choose correct ending for words with sound-alike suffixes Principle of assimilation to expand creativity 	<ul style="list-style-type: none"> Informational Texts: <ul style="list-style-type: none"> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Speaking & Listening: <ul style="list-style-type: none"> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Conventions of English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> Vary sentence patterns for meaning, reader/ listener interest, and style.* Maintain consistency in style and tone.* 	<ul style="list-style-type: none"> Daily Language lessons and homework completed 5th: Weekly Spelling and Poetry Assignments 6th Weekly Spelling lists and vocabulary activities Micro-writing assignments for in-class credit One Reader's Response paper Chapter Tests in language Weekly Spelling tests Handwriting seatwork completed weekly 	<p>Abeka Language B -5th Lessons: 123-141 Abeka Language C - 6th Lessons: 123-141</p> <p>Handwriting 5 Weeks: 28-31 Handwriting 6 Weeks: 28-31</p> <p>Spelling & Poetry 5 Lessons: 28-31 Spelling 6 List: 28-31</p> <p>Classics Short Story Unit</p> <ul style="list-style-type: none"> Louisa May Alcott, Benjamin Franklin, Nathaniel Hawthorne Rudyard Kipling, Lucy Maud Montgomery Mark Twain
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M A Y	<ul style="list-style-type: none"> 24 	<ul style="list-style-type: none"> Mastery to read and comprehend literature, including stories, dramas, and poetry, at the high end of grade level text complexity band, independently and proficiently. Grammar <ul style="list-style-type: none"> Diagramming Sentence structure, progressively as able Produce a multimedia news report on a topic related to current events Use transitional words and phrases Combine paragraphs to make a composition of fiction including dialog and at least three chapters with distinctly different settings. 	<ul style="list-style-type: none"> Informational Texts: 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Speaking & Listening: 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information Conventions of Language: <ul style="list-style-type: none"> b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty). 	<ul style="list-style-type: none"> Daily Language lessons and homework completed 5th: Weekly Spelling and Poetry Assignments 6th Weekly Spelling lists and vocabulary activities Micro-writing assignments for in-class credit One Reader's Response paper Chapter Tests in language Weekly Spelling tests Handwriting seatwork completed weekly 	<p>Abeka Language B -5th Lessons: 145-168 Abeka Language C - 6th Lessons: 145-168</p> <p>Handwriting 5 Weeks: 28-31 Handwriting 6 Weeks: 28-31</p> <p>Spelling & Poetry 5 Lessons: Spelling 6 28-31 List: 28-31</p> <p>Novel: Bud, Not Buddy</p>