

Core Content (Topics, Materials, Resources)	Performance Indicator	Enabling and Process/Thinking Skills	Technology/Integration	Products/Assessments
<b>August/September "Courage"</b>				
<b>Fiction</b> "River of No Return" by _____ [short story]  "Corrie's Secret" by _____ [short story]  <i>Number the Stars</i> by Lois Lowry [novel]	<u>Reading</u> I C 19 Make predictions from partially-read fiction, citing specific text references for support and using foreshadowing (as appropriate) and prior knowledge; confirm or revise predictions from subsequent reading, noting 'details' that led to the right or wrong predictions. [R.6.3.2] {4-7 Comp; Bmk B; Gr. 6 Rdg. OPT # 2, # 3}	[Enabling Skills] <ul style="list-style-type: none"> <li>• know what prediction means</li> <li>• text detail to confirm or revise predictions</li> <li>• know how to write in paragraph form</li> <li>• know what setting means, how it impacts other elements of the story</li> <li>• foreshadowing</li> <li>• distinction among literal, inferential, evaluative, and synthesis-level information in text</li> </ul> [Process Skills] <ul style="list-style-type: none"> <li>- Make sample predictions based on text; revise or confirm later, and identify 'cues' that may have misled vs those that led to correct predictions</li> <li>- Analyze sample text to answer questions at various levels of thinking</li> <li>- Identify setting (when/where) in a sample narrative selection, and explain its importance to the plot events and characterization</li> </ul>		
	I C 51 Analyze grade appropriate print texts, electronic, and visual media to answer literal, inferential, evaluative, and synthesizing questions in short-answer and extended response format. [R.6.3.6] {4-7 Comp; Bmk B; Gr. 6 Rdg. OPT # 3, # 4, # 12, # 13}			
	I E 28 Identify the features of setting, and explain their importance in literary text through a written extended response with support from text. [R.6.5.2] {4-7 Lit Txt; Bmk A, B, C, D; Gr. 6 Rdg. OPT # 1, # 5}			
	<u>Writing</u> II B 8 Write <b>personal</b> and <b>fictional narratives</b> which include: (and consistently maintain) - - (a) a clear focus and point of view (b) sensory details and dialogue to develop plot and a specific story setting (c) multiple characters developed with details about how each acts, speaks, and interacts with others, i.e., what characters say or think about him/her (d) a clear plot with a beginning, middle, and end; one or more conflicts, climaxes and resolutions (e) the Processes and Conventions as set forth in the Writing Rubric  [W.6.2.1]	[Enabling Skills] <ul style="list-style-type: none"> <li>• paragraph development (topic sentence, developing sentences, conclusions)</li> <li>• knowledge of personal and fictional narratives (basic premise, characters, setting, plot details - - i.e., conflict/resolution, etc.)</li> <li>• focus and point of view</li> <li>• sensory details</li> <li>• punctuating dialogue</li> <li>• story elements (plot, character, setting, theme)</li> <li>• Processes and Conventions of the Writing Rubric</li> </ul> [Process Skills] <ul style="list-style-type: none"> <li>- Review the basic premise (plot structure, characters, setting, theme of a given narrative to determine the clarity of focus and point of view; 'edit' as needed</li> <li>- Analyze given dialogue and sensory details re: plot structure (basic premise); suggest improvements or note strengths</li> <li>- Explain the 'development' of characters in published narratives; identify features of this development re: basic premise of the 'story'</li> <li>- Evaluate a graphic organizer (or other form of plot outline) re: the beginning, middle, and end</li> <li>- Edit one's own narrative manuscript re: above criteria and the Process and Conventions section of the district Writing Rubric</li> </ul>		

Core Content (Topics, Materials, Resources)	Performance Indicator	Enabling and Process/Thinking Skills	Technology/Integration	Products/Assessments
	<p><b>Reading</b></p> <p>I B 18 Interpret acronyms and symbols used in everyday life (e.g., S.O.S.; CIA, the Red Cross, the 'thumbs-up' symbol, etc.), record a prescribed number in reading logs, and prepare as a presentation (e.g., a poster, a picture-book, a multi-media presentation, a laminated notebook insert, etc.). [R.6.2.7]</p> <p>I B 33 Determine the meaning of unknown words from context, restatement, and example; demonstrate understanding by using the words in an original paragraph that also includes supporting context. [R.6.2.1]</p> <p>I B 47 Interpret the meaning of idioms, similes, metaphors, and personification in (e.g.,) an unrehearsed poem or prose selection; prepare an extended written or verbal response that explains each device and tells why the author chose to use it (i.e., to affect the meaning and mood of the piece). [R.6.2.4; R.6.5.7] {4-7 Lit Txt; Bmk G; Gr. 6 Rdg. OPT # 6}</p>	<p>[Enabling Skills]</p> <ul style="list-style-type: none"> <li>acronyms and symbols (e.g., CIA, the Red Cross, Thumbs up, etc)</li> <li>reading log entries</li> <li>figurative language (e.g., idioms, similes, etc.)</li> <li>mood of selection</li> <li>context cues (various types; e.g., definition, example, synonyms, etc.)</li> </ul> <p>[Process Skills]</p> <ul style="list-style-type: none"> <li>Include acronyms, symbols, and abbreviations in reading log</li> <li>Identify figurative devices in a sample passage; explain why the author used each</li> <li>Analyze a sample passage for difficult or unfamiliar words; note the kind of context clue in which is found</li> </ul>		
<b>October “What Really Happened?”</b>				
<p><b>Fiction</b></p> <p>“Stonehenge” by _____</p> <p><i>Anastasia’s Album</i> by _____</p> <p>_____</p>	<p><b>Reading</b></p> <p>I D 35 Write a summary of informational text, identifying the author’s “treatment” (e.g., viewpoint, tone, purpose), scope (e.g., main ideas and critical details), and organization (e.g., sequence, chronological order, cause and effect, compare and contrast) of ideas. [R.6.4.8] {4-7 Info Txt; Bmk B, D, E, F; Gr. 6 Rdg. OPT # 11, # 15, # 17}</p> <p>I D 43 Identify an author’s argument or viewpoint, including ‘how’ he/she presents it (e.g., cause-effect, fact-opinion, etc.); display as a graphic organizer, and include annotations as to the accuracy and adequacy of the author’s position. [R.6.4.2, R.6.4.6] {4-7 Info Txt; Bmk B, D, E; Gr. 6 Rdg. OPT # 10, # 15, # 17}</p> <p><b>Communication</b></p> <p>IV C 11 Deliver formal <u>descriptive</u> presentations recalling a memorable event or personal experience; convey relevant information, specific descriptive details, and follow the guidelines set forth in the Listening/Speaking Rubric. [C.5.9] [C.6.9] [C.7.9] [C.8.9] [C.9.9] [C.10.9] [C.11.9] [C.12.9]</p> <p><b>Reading</b></p> <p>I B 23 Collect words from other cultures that have been adopted into the English language; write a paragraph using the words and alluding to the respective culture. [R.6.2.5]</p> <p>I B 40 Replace given words from a text with appropriate substitutions that change the meaning of the sentence to reflect either a more positive or negative feeling. [R.6.2.2]</p>	<p>[Enabling Skills]</p> <ul style="list-style-type: none"> <li>term “summary’ (distinct from retell)</li> <li>the term “viewpoint” (how argument is presented; e.g., cause-effect, etc.)</li> <li>the accuracy and adequacy of author’s position</li> </ul> <p>[Process Skills]</p> <ul style="list-style-type: none"> <li>Summarize a sample passage, including the author’s viewpoint and purpose; note main idea and sequence of supporting detail</li> <li>Create a graphic organizer to display the structure of an author’s argument</li> </ul> <p>[Enabling Skills]</p> <ul style="list-style-type: none"> <li>description, descriptive detail</li> <li>guidelines in the Listening/Speaking Rubric</li> </ul> <p>[Process Skills]</p> <ul style="list-style-type: none"> <li>Describe a familiar object or event in a practice oral presentation; observe the speaking conventions set forth in the Listening/Speaking Rubric</li> </ul> <p>[Enabling Skills]</p> <ul style="list-style-type: none"> <li>word origins; words from other cultures</li> <li>positive and negative ‘feeling’ in words/phrases vs neutral</li> </ul> <p>[Process Skills]</p> <ul style="list-style-type: none"> <li>Use words from other cultures in a sample paragraph that illustrates comprehension</li> <li>Exchange among positive, negative, and neutral words or phrases in sample passages</li> </ul>		
<b>November “The Novel”</b>				

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<p><i>Wind Chasers</i> by _____ [novel]</p>	<p><b>Reading</b></p> <p>I C 11 Adjust the rate (skim, scan, reading-on, looking back) of reading according to purpose (e.g., enjoyment, literary experience, information, etc.); self-monitor by taking notes on or writing a summary of the text; list key questions and answers, and include a brief annotation which describes the reading behavior(s) used. [R.5.3.1, R.5.3.8, R.5.3.9] [R.6.3.1] [R.7.3.1, R.7.3.7] [R.8.3.3] [R.9.3.3]</p>	<p>[Enabling Skills]</p> <ul style="list-style-type: none"> <li>• various reading techniques (skim, scan, reading-on, looking back)</li> <li>• reader's purpose, author's purpose</li> <li>• self-monitoring techniques (taking notes, writing summary, listing key questions and answers)</li> <li>• compare/contrast</li> </ul>		
	<p>I C 28 Compare and contrast two texts using a student-generated graphic organizer or in an oral presentation; include the author's <u>purpose</u> (i.e., to inform, to entertain, to persuade) and <u>style</u> (i.e., <i>word choice</i>, including figurative language; <i>syntax</i>, or sentence length and structure, and <i>organization</i>, such as chronological sequence, simple listing, cause-effect, compare-contrast, etc.); reference both <u>literal and implied</u> content of the text. [R.6.3.3, R.6.3.5, R.6.4.7] {4-7 Comp; Bmk B; Gr. 6 Rdg. OPT # 2, # 3, # 5, # 10, # 14}</p>	<ul style="list-style-type: none"> <li>• graphic organizers re: text organization</li> <li>• author's purpose</li> <li>• word choice</li> <li>• syntax (sentence structure; word order)</li> <li>• literal vs implied content of text</li> <li>• resources</li> </ul>		
	<p>I D 13 Analyze graphic information found in books, magazines and on-line resources (e.g., maps, charts, tables, graphs, diagrams, and cutaways) to compare and contrast important details about a topic; present as a series of questions about each graphic. [R.5.4.3, R.5.4.5] [R.6.4.3, R.6.4.5] {4-7 Info Txt; Bmk D, E; Gr. 6 Rdg. OPT # 15}</p>	<p>[Process Skills]</p> <ul style="list-style-type: none"> <li>- Distinguish among reading techniques as per 'assigned' purpose for reading; use an actual example to illustrate</li> <li>- Prepare a Reading Journal entry each for skim-scan, reading on, looking-back, posing questions, etc.</li> <li>- Create a Venn Diagram to compare and contrast the parallel features of two texts</li> <li>- Create other appropriate graphic organizers re: text structures, word choice/syntax, content</li> <li>- Understand the author's purpose for the text</li> <li>- Identify figurative language</li> <li>- Critique the organization of a given piece</li> <li>- Analyze parallel information from two sources to find similarities and differences</li> <li>- Distinguish between important and unimportant details</li> <li>- Select graphic organizers that are appropriate to the analysis involved</li> </ul>		
<p><b>Writing</b></p> <p>II B 28 Write <b>business</b> and <b>other letters</b> which –</p> <ol style="list-style-type: none"> <li>make a request, give a compliment or thanks, or register a complaint or concern</li> <li>use appropriate abbreviations</li> <li>follow correct format (i.e., inside address, colon, appropriate greeting/closing, body style, tone, etc.)</li> <li>observe the Processes and Conventions set forth in the Writing Rubric</li> </ol> <p>[W.6.2.3]</p>	<p>[Enabling Skills]</p> <ul style="list-style-type: none"> <li>• writing skills (business letter format)</li> <li>• abbreviations</li> <li>• making requests, complaints, or offering thanks</li> <li>• familiarity with writing Rubric (standards for final copy)</li> <li>• understanding of persuasive techniques (clear opinion, supporting facts, etc.)</li> <li>• organizational skills (introduction, body, conclusion)</li> <li>• writing skills (persuasive business letters or persuasive essay format)</li> <li>• 'essay' as a writing product</li> </ul> <p>[Process Skills for Ii B 28 and II B 30 are on page 4]</p>			

Core Content (Topics, Materials, Resources)	Performance Indicator	Enabling and Process/Thinking Skills	Technology/Integration	Products/Assessments
	II B 30 Write <b>persuasive letters</b> or <b>essays</b> which include -- <ul style="list-style-type: none"> <li>(a) a strong sense of audience demonstrated by appropriate word choice/language</li> <li>(b) an introduction stating a clear opinion</li> <li>(c) a body that develops the opinion with supporting facts, reasons, and examples</li> <li>(d) a conclusion with restated opinion or call to action</li> <li>(e) appropriate organizational pattern</li> <li>(f) the Processes and Conventions set forth in the Writing Rubric</li> </ul> [NS for Grade 6]	[Process Skills] <ul style="list-style-type: none"> <li>- Prepare pre-write for sample business letters</li> <li>- Evaluate sample business letters re: guidelines or criteria; identify errors or sections in need of improvement</li> <li>- Formulate a 'position' or argument about a controversial issue; support it with valid 'evidence' (e.g., facts, examples, precedent, etc.)</li> <li>- Prepare the 'position' as an essay (pre-write, draft)</li> </ul>		
<b>December "The Novel" -- continued</b>				
	<u>Reading</u> I C 39 Prepare a written <b>summary</b> of information found in fiction and non-fiction texts; begin with a graphic organizer that displays important ideas, and supporting details in <u>non-fiction</u> or literary elements in <u>fiction</u> , and note any gaps and contradictions. [R.6.3.4, R.6.3.5] {4-7 Comp; Bmk B; Gr. 6 Rdg. OPT # 2, # 3, # 11}  I D 60 Identify (e.g., highlight, take notes, etc.) main idea and critical details in an <i>original text</i> ; compare to a <i>summary</i> to determine the adequacy of the summary. [R.6.4.4] {4-7 Rsrch; Bmk B; Gr. 6 Rdg. OPT # 7, # 10, # 14, # 16}	<u>[Enabling Skills]</u> <ul style="list-style-type: none"> <li>• <i>summary/summarizing</i></li> <li>• <i>graphic organizer</i></li> <li>• <i>main idea and supporting details in non-fiction</i></li> <li>• <i>literary elements (plot events, setting, detail, character, etc.)</i></li> </ul> <u>[Process Skills]</u> <ul style="list-style-type: none"> <li>- Edit a sample summary for a sample passage to be more congruent</li> <li>- Compare a sample graphic organizer to a summary and to a full <u>narrative</u> text re: congruence; edit as needed</li> <li>- Compare a sample graphic organizer to a summary and to a full <u>expository</u> (non-fiction) text re: congruence; edit as needed</li> </ul>		
	<u>Writing</u> II B 45 Write <b>persuasive</b> essays that establish a clear position (argument, viewpoint), include relevant information to support ideas, follow an appropriate organizational pattern (e.g., cause-effect, chronological sequence, compare-contrast, etc.), and observe the Processes and Conventions set forth in the Writing Rubric. [W.6.2.5] [W.7.2.5]	<u>[Enabling Skills]</u> <ul style="list-style-type: none"> <li>• <i>paragraph development (topic sentences, supporting details, transitions, conclusions)</i></li> <li>• <i>persuasive writing techniques</i></li> <li>• <i>audience, purpose (for wording)</i></li> <li>• <i>authors purpose</i></li> <li>• <i>language style (formal/informal)</i></li> <li>• <i>letter format (introduction, body, conclusion; greeting, message, closing)</i></li> <li>• <i>essay format (introduction, body, conclusion)</i></li> </ul> <u>[Process Skills]</u> <ul style="list-style-type: none"> <li>- Formulate a 'position' or argument about a controversial issue; support it with valid 'evidence' (e.g., facts, examples, precedent, etc.)</li> </ul>		

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<i>January</i>				
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
<i>February</i>				
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
<i>March</i>				
		<i>[Enabling Skills]</i> • [Process Skills] -		

Core Content (Topics, Materials, Resources)	Performance Indicator	<i>Enabling</i> and Process/Thinking Skills	Technology/Integration	Products/Assessments
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
<b>April</b>				
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
<b>May</b>				
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		

Core Content (Topics, Materials, Resources)	Performance Indicator	<i>Enabling</i> and Process/Thinking Skills	Technology/Integration	Products/Assessments
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
<b>June</b>				
		<i>[Enabling Skills]</i> • [Process Skills] -		

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Erie-Huron-Ottawa Effective Schools Consortium

Huron City Schools

Language Arts

Grade 6

WRITING Process RUBRIC				
Performance Indicators	4	3	2	1
II A 1	Generate writing ideas through discussions with others and from print materials. [W.K.1.1] [W.1.1.1] [W.2.1.1] [W.3.1.1] [W.4.1.1] [W.5.1.1] [W.6.1.1]			
II A 2	Keep a list [file, box, folder, etc.] of writing ideas to access when planning to write. [W.5.1.1] [W.6.1.1]			
II A 3	Conduct background reading, interviews, surveys (as needed) to prepare for writing. [W.5.1.2] [W.6.1.2] [W.7.1.2] [W.8.1.2]			
II A 8	Devise a main idea (non-fiction) and basic premise/idea (fiction) from a general prompt* or assignment. [W.1.1.2] [W.2.1.2] [W.3.1.2] [W.4.1.2] [W.5.1.3] [NS for Grades 6, 7] {5-7 Wrtg App; Bmk A, B, C, D, E; Gr. 6 Wrtg. OPT #1}			
II A 9	Determine/develop purpose and audience for a general prompt* [W.1.1.3] [W.2.1.3] [W.3.1.3] [W.4.1.3] [W.5.1.4] [NS for Grades 6, 7] * <b>Specific prompt:</b> topic, audience, and purpose specified by teacher, testing situation, or written directions * <b>General prompt:</b> only general idea/direction provided (e.g., the <u>type</u> of the assigned writing - - i.e., a poem; a short story, a letter, and essay, etc.; the <u>subject</u> - - i.e., insect pests, persuasive techniques in advertisement, global communications, MTV, epidemics, etc.); students narrow the topic and develop a point of focus [prompt] for writing			
II A 13	Plan an organizational structure (e.g., cause-effect, problem-solution, compare-contrast, chronological sequence, etc.) appropriate to a prompt (audience, purpose, topic) <b>(Fiction)</b> <ul style="list-style-type: none"> <li>• basic premise (characters, setting, problem or conflict for 'plot')</li> </ul> <b>(Personal Narrative)</b> <ul style="list-style-type: none"> <li>• basic who/what/when/where; central purpose (entertain, inform, reminisce, etc.)</li> </ul> <b>(Non-Fiction)</b> <ul style="list-style-type: none"> <li>• thesis idea to be developed with supporting detail; overall purpose (inform, entertain, persuade, reflect, etc.)</li> </ul> [W.6.1.1, W.6.1.2, W.6.1.3, W.6.1.4, W.6.1.5]			
II A 17	Plan an engaging <b>introduction</b> , setting forth "thesis idea" in <u>non-fiction</u> or characters/setting/situation in <u>fiction</u> . [W.6.1.6]			
II A 18	Plan a <b>body</b> that develops plot (conflicts, problems) in proper sequence. [W.4.1.5] [W.5.1.6] [W.6.1.6] [W.7.1.6] [W.8.1.6]			
II A 19	Plan a <b>conclusion</b> that ties off plot lines (resolution), presents a surprise twist, or opens a 'next chapter.' [W.4.1.5] [W.5.1.6] [W.6.1.6] [W.7.1.6] [W.8.1.6]			
II A 21	Plan an engaging <b>introduction</b> that presents the thesis idea. [W.4.1.5] [W.5.1.6] [W.6.1.6] [W.7.1.6] [W.8.1.6]			
II A 22	Plan a <b>body</b> that develops the thesis idea with supporting details. [W.4.1.5] [W.5.1.6] [W.6.1.6] [W.7.1.6] [W.8.1.6]			
II A 23	Plan a <b>conclusion</b> that presents a closing statement that summarizes important ideas and details, expresses a personal reaction, or suggests a further line of inquiry. [W.4.1.5] [W.5.1.6] [W.6.1.6] [W.7.1.6] [W.8.1.6]			
II A 25	Use available technology to compose formal writing products. [W.1.1.8] [W.2.1.9] [W.3.1.9] [W.4.1.9] [W.5.1.10] [W.6.1.10] [W.7.1.10] [W.8.1.10] [W.9.1.10] [W.10.1.10] [W.11.1.10] [W.12.1.10]			
II A 31	Use a wide range of simple, compound, complex sentences; include <u>coordinating</u> conjunctions or semi-colons in compound sentences and <u>subordinating</u> conjunctions and both dependent and independent clauses in complex sentences. [W.6.1.7; W.6.3.5] [W.7.1.7; W.7.3.5] {5-7 Wrtg Proc; Bmk D; Gr. 6 Wrtg. OPT #5, #6}			
II A 34	Group related ideas into multiple paragraphs that - - (a) include topic sentences (b) include supporting sentences (c) include indentation (d) maintain consistent focus across paragraphs by using transitional words and phrases [W.4.1.7] [W.5.1.8] [W.6.1.8] [W.7.1.8] [W.8.1.8] [K-4 Wrtg App; Bmk A, B, C, D; OPT #2]			

**Erie-Huron-Ottawa Effective Schools Consortium**

**Huron City Schools**

**Language Arts**

**Grade 6**

<b>WRITING Process RUBRIC</b>				
<b>Performance Indicators</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
II A 38 Vary language style according to audience and purpose to compose written products; avoid inappropriate slang or informal language. [W.4.1.8] [W.5.1.9] [W.6.1.9] {K-4 Wrtg Proc; Bmk B, D, E, G; Wrtg. OPT #4, #6} {5-7 Wrtg Proc; Bmk D; Gr. 6 Wrtg. OPT #3}				
II A 41 Use resources to enhance vocabulary (dictionaries, word wall, word bank, thesaurus, etc. appropriate to grade level). [W.K.1.8] [W.1.1.11] [W.2.1.12] [W.3.1.13] [W.4.1.13] [W.5.1.14] [W.6.1.14] [W.7.1.14] [W.8.1.14] {K-4 Wrtg Proc; Bmk B, D, E, G; Wrtg. OPT #4, #6}				
II A 49 Review written manuscripts using the Writing Rubric to note and revise the following elements: [W.6.1.16] [W.7.1.16]  (a) clarity [W.6.11; W.7.11] (b) extraneous detail [W.6.1.12] [W.7.1.12] (c) lack of detail [W.6.1.12] [W.7.1.12] (d) arrangement of words, phrases, sentences [W.6.1.13] [W.7.1.13] (e) fragments or run-ons [W.6.1.15] [W.7.1.15]  <b>[NOTE: Grammar Conventions are included in Section C of this matrix - - Conventions and the Conventions section of the Writing Rubric] {5-7 Wrtg Proc; Bmk D; Gr. 6 Wrtg. OPT #4}</b>				
II A 52 Apply tools (e.g., checklist, rubric, etc.) to judge the quality of writing. [W.1.1.13] [W.2.1.14] [W.3.1.15] [W.4.1.15] [W.5.1.16] [W.6.1.16]				
II A 55 Eliminate inappropriate slang or informal language. [W.6.1.15] [W.7.1.15] [W.8.1.15]				
II A 56 Make corrections in capitalization, punctuation, spelling, and grammar [see also section C. of the matrix - - Conventions and the Conventions portion of the Writing Rubric] [W.6.1.15; W.6.3.1; W.6.3.3] [W.7.1.15; W.7.3.2; W.7.3.3] [W.8.1.15; W.8.3.1; W.8.3.2] [W.9.1.15; W.9.3.1; W.9.3.2] [W.10.1.15; W.10.3.1; W.10.3.2] [W.11.1.15; W.11.3.1; W.11.3.2] [W.12.1.15; W.12.3.1; W.12.3.2]				
II A 57 Rewrite (illustrate, etc.) for display, sharing. [W.K.1.9] [W.1.1.14] [W.2.1.15] [W.3.1.16] [W.4.1.16] [W.5.1.17] [W.6.1.17] [W.7.1.17] [W.8.1.17]				
II A 58 Use available technology and graphics to enhance final product and/or presentation. [W.4.1.16] [W.5.1.17] [W.6.1.17] [W.7.1.17] [W.8.1.17]				
II A 59 Follow format or guidelines for final submission (e.g., cover sheet, margins/indents, tables/charts, graphs, drawings, table of contents, columns, headings, etc.). [W.4.1.16] [W.5.1.17] [W.6.1.17] [W.7.1.17] [W.8.1.17]				
II B 8 Write <b>personal</b> and <b>fictional narratives</b> which include: (and consistently maintain) - - (a) a clear focus and point of view (b) sensory details and dialogue to develop plot and a specific story setting (c) multiple characters developed with details about how each acts, speaks, and interacts with others, i.e., what characters say or think about him/her (d) a clear plot with a beginning, middle, and end; one or more conflicts, climaxes and resolutions (e) the Processes and Conventions as set forth in the Writing Rubric  [W.6.2.1]				
II B 17 Write responses to novels, stories, poems and plays that provide an interpretation, critique* or reflection**; include - - (a) internal evidence from the text (b) external support from prior experience or another text (c) the Processes and Conventions set forth in the Writing Rubric  [W.6.2.2] {4-7 Lit Txt; Bmk D, E, G; Rdg. OPT #6, #13, #15}  <b>[*critique: defined as an opinion about the work, whether the student enjoyed it or did not and why; the 'why' should specify details of character, setting, and plot.]</b>  <b>[**reflection: defined as a personal reaction to the work, based on a personal experience or deep insight associated with the work or the author.]</b>				
II B 28 Write <b>business</b> and <b>other letters</b> which - (e) make a request, give a compliment or thanks, or register a complaint or concern (f) use appropriate abbreviations (g) follow correct format (i.e., inside address, colon, appropriate greeting/closing, body style, tone, etc.) (h) observe the Processes and Conventions set forth in the Writing Rubric  [W.6.2.3]				



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WRITING Process RUBRIC				
Performance Indicators	4	3	2	1
<p>II B 30 Write <b>persuasive letters</b> or <b>essays</b> which include --</p> <ul style="list-style-type: none"> <li>(g) a strong sense of audience demonstrated by appropriate word choice/language</li> <li>(h) an introduction stating a clear opinion</li> <li>(i) a body that develops the opinion with supporting facts, reasons, and examples</li> <li>(j) a conclusion with restated opinion or call to action</li> <li>(k) appropriate organizational pattern</li> <li>(l) the Processes and Conventions set forth in the Writing Rubric</li> </ul> <p>[NS for Grade 6]</p>				
<p>II B 35 Produce informal writings (e.g., personal <b>journals</b>, response journals, notes, poems) for a variety of purposes (e.g., reflection, recording information, as a learning tool, enjoyment, communication between students, students and teacher, etc.). [W.5.2.5] [W.6.2.6] [W.7.2.6] [W.8.2.6] [W.9.2.6] [W.10.2.6] [W.11.2.6] [W.12.2.6]</p>				
<p>II B 39 Write an informational research paper that follows common expository conventions; show a literal understanding of the topic by developing it with facts, details, examples, and ideas from multiple primary and secondary* sources as per guidelines; present using a variety of communication techniques including oral, visual, written, or multi-media reports a clear position with organized and relevant evidence about the topic. [Rs.6.8] [C.6.8] {7-10 Rsrch; Bmk B; Rdg. HSGQE #12}</p> <p>* <b>primary sources:</b> diaries, observations, surveys, interviews, manuscripts, historic documents such as the Declaration of Independence, treaties, etc.</p> <p>* <b>secondary sources:</b> traditional reference books, trade books, textbooks, etc., both print and electronic (CD-ROMs, the Internet, etc.)</p>				
<p>II B 45 Write <b>persuasive</b> essays that establish a clear position (argument, viewpoint), include relevant information to support ideas, follow an appropriate organizational pattern (e.g., cause-effect, chronological sequence, compare-contrast, etc.), and observe the Processes and Conventions set forth in the Writing Rubric. [W.6.2.5] [W.7.2.5]</p>				

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WRITING Conventions RUBRIC				
Performance Indicators	4	3	2	1
II C 5 Write legibly, and space letters, words, and sentences appropriately when completing written compositions. [NS for Grade 6]				
II C 11 Spell high frequency words (district list; e.g., Dolch, Sitton, Frye, reading series list, etc.) in written compositions. [W.1.3.3] [W.2.3.3] [W.3.3.3] [W.4.3.2] [W.5.3.1] [W.6.3.1] [W.7.3.1]				
II C 23 Spell typically troublesome words in written compositions. [W.6.3.1] [NS for Grade 7]				
II C 25 Place end-punctuation ( . , ? , ! as grade-appropriate) in written compositions. [W.K.3.5] [W.1.3.6] [W.2.3.8] [W.3.3.8] [W.4.3.5] [W.5.3.4] [W.6.3.2]				
II C 30 Use apostrophes in contractions and possessives in written compositions. [W.3.3.9] [W.4.3.5] [W.5.3.2, W.5.3.4] [W.6.3.2] [W.7.3.2]				
II C 31 Use commas in a series in written compositions. [W.3.3.9] [W.4.3.5] [W.5.3.4] [W.6.3.2] [W.7.3.2]				
II C 32 Use quotation marks correctly in punctuating dialogue and titles in written compositions. [W.4.3.5] [W.5.3.4] [W.6.3.2] [W.7.3.2]				
II C 33 Use special punctuation in written compositions (i.e., <u>semi-colons</u> to separate parts of a compound sentence, <u>colons</u> to set off a list or in analogies, <u>hyphens</u> to split hyphenated words, <u>dashes</u> to set off phrases, <u>parentheses</u> to insert clarifying phrases, and <u>brackets</u> to insert editorial comments. [W.6.3.3] [W.7.3.3]				
II C 38 Capitalize written compositions. [W.3.3.10] [W.4.3.6] [W.5.3.5] [W.6.3.4] [W.7.3.4] [W.8.3.2] [W.9.3.2] [W.10.3.2] [W.11.3.2] [W.12.3.2]				
II C 43 Use regular, irregular, plural, and possessive nouns in written compositions. [W.6.3.5] [W.7.3.5] [W.8.3.3] [NS for Grade 9] [NS for Grade 10] [W.11.3.3] [W.12.3.3]				
II C 49 Use subjects and verbs that are in agreement with collective nouns, indefinite pronouns, compound subjects, and prepositional phrases in written compositions. [W.6.3.8] [W.7.3.7] [W.8.3.4] [W.9.3.3] [W.10.3.3] [W.11.3.3] [W.12.3.3]				
II C 53 Use appropriate verb forms (past, present, future; transitive, intransitive, linking, and irregular verbs; and active and passive voice) to enrich written compositions. [W.6.3.6] [W.7.3.5] [W.8.3.7] [W.9.3.6] [W.10.3.4] [W.11.3.3] [W.12.3.3]				
II C 57 Use nouns (antecedents) and pronouns that are in agreement (i.e., <u>personal</u> – I, you, he, she, etc.; <u>possessive</u> – my, your, hers, his, etc.; <u>objective</u> – me, us, it, etc.; <u>nominative</u> – I, you, he, she, etc.; <u>indefinite</u> – all, everyone, few, much, etc.; and <u>relative</u> – that, which, who, whom, etc.) to enrich written compositions. [W.6.3.7] [W.7.3.5] [W.8.3.3] [NS for Grade 9, 10] [W.11.3.3] [W.12.3.3]				
II C 60 Use interjections in written compositions. [W.4.3.8] [W.5.3.11] [W.6.3.5] [W.7.3.5] [W.8.3.3]				
II C 61 Correct common usage errors in written compositions (e.g., affect-effect; among/between; accept/except). [W.6.3.5] [W.7.3.5] [W.8.3.3] [NS for Gr. 9, 10] [W.11.3.3] [W.12.3.3]				

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**Language Arts**  
**Grade 6**

<b>RESEARCH RUBRIC</b>				
<b>Performance Indicators</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Grade 6 merged Research with Writing Applications and Communication [Rs.6.1 – 6.8] [C.6.8]; [W.6.2.4] individual standards will appear on <i>Curriculum Map</i>				

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<b>LISTENING/SPEAKING RUBRIC</b>					
<b>Performance Indicators</b>		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
IV A 15	<p>Complete a listening/viewing guide to demonstrate active listening of a spoken or media presentation; include the following:</p> <ul style="list-style-type: none"> <li>(a) asking focused, pertinent questions [C.6.1]</li> <li>(b) responding to speaker's or broadcaster's 'cues' [C.6.1]</li> <li>(c) maintaining visual contact, attentive body language [C.6.1]</li> <li>(d) summarize the main idea(s) [C.6.2]</li> <li>(e) drawing conclusions from the presentation and visual media [C.6.2]</li> <li>(f) interpret the speaker's or broadcaster's purpose (e.g., to inform, to entertain, to persuade, etc.) [C.6.3]</li> <li>(g) identify the persuasive techniques used in a spoken or media presentation (e.g., bandwagon, testimonial, glittering generalities, repetition of emotional words, bait-and-switch, etc.) [C.6.4]</li> </ul>				
IV B 1	<p>Speak clearly and understandably using developmentally appropriate enunciation and articulation [C.K.4] [C.1.4] [NS for Grade 2] [C.3.6] [C.4.6] [C.4.6] [C.5.6] [C.6.6] [C.7.6] [C.8.6] [C.10.6] [C.11.6] [C.12.6]</p>				
IV B 2	<p>Use effective developmentally appropriate body language; i.e.,</p> <ul style="list-style-type: none"> <li>(a) sit or stand to face listener(s)</li> <li>(b) maintain eye contact</li> <li>(c) avoid distracting mannerisms</li> <li>(d) use gestures for emphasis</li> </ul> <p>[NS for Grades 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]</p>				
IV B 3	<p>Use effective volume, tempo, phrasing, pauses, and intonation to maintain listener interest and impact listener response through vocal emphasis or stress on important details or ideas. [NS for Grade 1] [C.2.7] [C.3.6] [C.4.6] [C.5.6] [C.6.6] [C.7.6] [C.8.6] [C.9.6] [C.10.6] [C.11.6] [C.12.6]</p>				
IV B 4	<p>Demonstrate developmentally appropriate command of the English language (grammatical, usage conventions). [C.2.5] [C.3.4] [C.4.4] [C.5.5] [C.6.5] [C.7.5] [C.8.5] [C.9.5] [C.10.5] [C.11.5] [C.12.5]</p>				
IV B 5	<p>Use diction and language relevant to the topic and purpose of the presentation and appropriate to the audience. [C.2.6] [C.3.5] [C.4.5] [C.5.6] [C.6.5] [C.7.5] [C.8.5] [C.9.5] [C.10.5] [C.11.5] [C.12.5]</p>				
IV B 6	<p>Adjust speaking content (ideas, language, organization, etc.) as per listener reaction and/or context of the presentation. [C.3.7] [C.4.7] [C.5.7] [C.6.7] [C.7.7] [C.8.7] [C.9.7] [C.10.7] [C.11.7] [C.12.7]</p>				
IV B 7	<p>Use visual aids, props, or media to enhance oral presentation. [NS for Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]</p>				
IV C 8	<p>Deliver an oral presentation that describes an event, object, person, a personal experience; include sensory images to fully, vividly describe the 'subject,' present the information in logical order, include a compelling introduction and a summary conclusion, and follow the other guidelines set forth in the Listening/Speaking Rubric. [C.5.9] [C.6.9] [C.7.9] [C.8.9] [C.9.9] [C.10.9] [C.11.9] [C.12.9]</p>				
IV C 11	<p>Deliver formal <u>descriptive</u> presentations recalling a memorable event or personal experience; convey relevant information, specific descriptive details, and follow the guidelines set forth in the Listening/Speaking Rubric. [C.5.9] [C.6.9] [C.7.9] [C.8.9] [C.9.9] [C.10.9] [C.11.9] [C.12.9]</p> <p>Grade 6 merged formal informational presentation with Writing Applications and Research; in individual standards will appear in <i>Curriculum Maps</i> [W.6.2.4] [Rs.6.1 – Rs.6.8] [C.6.8]</p>				
IV C 13	<p>Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> <li>(a) establish a clear position</li> <li>(b) include relevant evidence to support a position</li> <li>(c) address potential concerns of listeners (including possible counterpoints)</li> <li>(d) attempt to gain audience support or change attitudes/beliefs through clear, logical arguments</li> <li>(e) include relevant evidence to support the position</li> <li>(f) use an appropriate organizational pattern (e.g., cause-effect, chronological sequence, compare-contrast, problem-solution, etc.)</li> <li>(g) follow the guidelines set forth in the Listening/Speaking Rubric</li> </ul> <p>[C.5.10] [C.6.10]</p>				



