

Northwestern School Corporation
English Curriculum
Sixth Grade

I. Sentence Structure

The students will:

- Recognize and write complete sentences.
- Identify sentence types (declarative, exclamatory, imperative, interrogative).
- Identify and write simple, compound, and complex sentences.
- Identify complete subjects and predicates.
- Identify simple subjects and predicates.
- Identify compound subjects/predicates.
- Identify the understood subject (you) in imperative sentences.
- Identify the inverted order of subject and predicate in interrogative sentences.
- Identify direct and indirect objects, predicate nouns, and predicate adjectives.
- Identify prepositional phrases.
- Identify independent and subordinate clauses.

II. Grammar

The students will:

- Define and identify nouns, including singular and plural forms.
- Define and identify common and proper nouns.
- Define and identify possessive forms of nouns.
- Define and identify abstract and concrete nouns.
- Identify compound nouns (e.g. Statue of Liberty).
- Identify appositives.
- Define and identify types of verbs (action, linking, main, helping, verbs of being).
- Identify verb phrases.
- Identify/classify regular and irregular verbs.
- Identify/classify present, past, and future verb forms.
- Identify and correctly write contractions.
- Define/identify pronouns.
- Identify and correctly use possessive, subjective, and objective pronouns.
- Identify possessive pronouns and their antecedent nouns.
- Define and identify adjectives.
- Define and identify proper adjectives.
- Identify and correctly use comparative adjectives (e.g. good/better/best).
- Identify article adjectives (a, an, the).
- Identify demonstrative adjectives (this, that, these, those).
- Identify prepositional phrases as adjective or adverb phrases.
- Identify the parts of prepositional phrases (preposition, object, modifiers).
- Define and identify adverbs.
- Identify comparative forms of adverbs.
- Identify negatives.
- Define and identify conjunctions.
- Define and identify coordinating and subordinate conjunctions.
- Define and punctuate interjections.
- Identify sentence fragments and run-ons.

- Identify and use correct subject/verb agreement.
- Use pronouns in agreement with antecedents.
- Recognize and use the social convention of naming self last.
- Use we and us with nouns (we girls...), avoid double subjects (my mom she...), and avoid using *them* as a demonstrative pronoun (them cars)
- Correctly use/spell plural and/or possessive noun forms.
- Correctly use subjective/objective/possessive pronouns.
- Choose the correct demonstrative pronoun.
- Distinguish between pronouns and contractions (its/it's) and homophones (our/hour).
- Use indefinite (e.g. some, many) and interrogative (e.g. whose) pronouns.
- Correctly choose between adjectives and adverbs (e.g. good/well).
- Identify and avoid double negatives.
- Use conjunctions correctly.

III. Punctuation

The students will:

- Use appropriate end marks at the ends of sentences.
- Correctly use apostrophes for contractions and possessive nouns.
- Use commas in letter parts, dates, addresses, and series.
- Use commas after introductory words and compound sentences.
- Use commas in direct address.
- Use commas with interjections and appositives.
- Correctly use quotations marks.
- Recognize uses of colons (e.g. business greeting, list heading).

IV. Capitalization

The students will:

- Use capital letters for sentence beginnings, the pronoun I, proper nouns and adjectives, first word of greetings and closings in letters, titles of books, poems, stories, reports, outlines, songs, articles, magazines, newspapers, and chapter titles.
- Correctly use capitals for abbreviations as needed, titles of people, initials, and family titles.
- Correctly use capitals in quotations.

V. Communication

A. Listening

The students will:

- Apply active listening skills.
- Listen critically to analyze/evaluate the intent and content of the speaker's message using verbal and non-verbal cues.
- Listen for information.
- Identify the purpose and apply the skills needed for different listening circumstances (information, enjoyment, problem-solving).
- Restate and follow multi-step directions.
- Ask, retell, paraphrase what a speaker has said.
- Identify missing information needed to carry out tasks.
- Use critical listening/thinking skills to identify, analyze, critique persuasive techniques (promises, dares, flattery, generalities), and identify faulty reasoning in oral presentations and media messages.

- Analyze/evaluate sources of information

B. Speaking

The students will:

- Speak and orally read with appropriate volume, intonation, enunciation, rate, and fluency, and gestures.
- Recite individually/in groups (jingles, pledge, assigned passages).
- Recount a personal event and/or retell the main events of a story using concrete sensory details and citing examples from the work to support conclusions.
- Respond to questions with appropriate and relevant answers.
- Dramatize and improvise.
- Participate in discussions and cooperative learning activities; ask appropriate questions and respond to the questions of others.
- Prepare and give oral reports (select focus, structure, and point of with logical beginning, middle, and ending).
- Use appropriate word choice and grammar in oral presentations.
- Use persuasive speech to influence.
- Interview and survey to obtain information.
- Support statements/opinions.

C. Writing Processes

The students will produce a final product, using a writing process which includes pre-writing, organization, writing, evaluation/editing, and rewriting, including the following components:

1. Focus/Main Ideas—The students will:
 - Discuss and record ideas for writing.
 - Generate and record ideas related to a topic.
 - Narrow/elaborate topics to develop focus.
2. Organization/Paragraphs—The students will write an essay that includes at least 5-6 paragraphs, including an introductory paragraph, 3-4 supporting paragraphs, and a concluding paragraph.
 - Choose/follow a form best suited to an intended purpose based on purpose, audience, and length.
 - Use graphic organizers to group ideas.
 - Organize ideas logically (e.g. sequence, cause-effect).
 - Use transitions to connect sentences/paragraphs.
3. Voice—The students will:
 - Maintain consistent voice and point of view.
 - Use voice appropriate to audience, message, and purpose.
 - Develop a personal, individual voice/style.
4. Word Choice—The students will:
 - Use clear, precise, appropriate language.
 - Use vivid words and figurative language.
 - Select effective vocabulary using a variety of resources (dictionary, thesaurus, electronic resources)
5. Sentences—The students will:
 - Combine, elaborate, and vary sentences.
 - Use parallel structure in sentences/paragraphs.

6. Conventions—The students will:
 - Use correct spelling, grammar, capitalization, and punctuation.
 - Avoid fragments and run-ons.
 - Use correct paragraph indentation.

D. Writing Applications

The students will write:

1. Narratives that:
 - Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
 - Include sensory details and clear language to develop plot and character.
 - Use a variety of narrative devices, such as dialogue or suspense.
2. Descriptions, explanations, comparison and contrast papers, and problem and solution essays that:
 - State the purpose or thesis.
 - Explain the situation.
 - Organize the composition clearly.
 - Offer evidence to support arguments/conclusions.
3. Persuasive compositions that:
 - State a clear position.
 - Support the position with organized and relevant evidence and effective emotional appeals.
 - Anticipate and address reader concerns and counterarguments.
4. Responses to literature that:
 - Show careful reading, understanding, and insight.
 - Organize interpretation around several clear ideas.
 - Support statements with evidence from the text.
5. Summaries that contain the main ideas and most significant details of the reading selection.
6. Research reports that have been developed using a systematic research process:
 - Define/narrow topics.
 - Use note-taking and organization skills.
 - Use information from a variety of sources (books, periodicals, online resources, interviews).
 - Document resources using a consistent format for citations.
 - Demonstrate that sources have been evaluated for accuracy, bias, and credibility.
 - Summarize information that has been gathered.

E. Evaluation and Revision

The students will:

- Review, evaluate, and revise writing for meaning and clarity.
- Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules.
- Revise writing to improve the organization and consistency of ideas within and between paragraphs.

F. Technology

The students will:

- Use a computer to compose documents with appropriate formatting (font, style, size, margins).
- Use computer to insert/delete/rearrange text to improve writing.
- Use computer resources (spell check, grammar check, thesaurus).
- Evaluate and use online resources.