

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline  
English Language Arts, 6<sup>th</sup> Grade

**Date:** February 2003

**Proposed Grade Level(s):** 6

**Grading:** A-F

**Prerequisite:** None

**COURSE DESCRIPTION:**

The curriculum for this course correlates to the California English Language Arts Content Standards for 6<sup>th</sup> grade and includes instruction in reading, writing, written and oral English-language conventions, and listening and speaking.

**GENERAL GOALS/PURPOSES:**

In the sixth grade, students focus on active engagement with the text. They are required to analyze, identify, define, explain, and critique rather than merely understand, describe, use, know, and distinguish as they were required to do in the fifth grade. The standards still require students to read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. Additionally, students in sixth grade should continue to make progress toward the goal of reading independently one million words annually in seventh and eighth grade.

**STUDENT READING COMPONENT:**

Students will read classic and contemporary literature, expository text, magazines, newspapers, online information, speeches, essays, poetry, and consumer documents.

• **Word Analysis, Fluency, and Systematic Vocabulary Development**

Students will use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. Students will continue to receive systematic and explicit instruction in decoding and/or comprehension strategies. Students will learn to interpret figurative language and understand shades of meaning in related words (e.g., *softly* and *quietly*). Vocabulary instruction will be systematic.

• **Reading Comprehension (Focus on Informational Materials)**

Students will learn a host of comprehension strategies that will help them understand expository text. Students will learn to identify structural features of popular media (e.g., newspapers, magazines, on-line information) and analyze instructional materials that use a compare-and-contrast organizational pattern. Students will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

- **Literary Response and Analysis**

Students will analyze the effect of qualities of character on plot and resolution of conflict; analyze the influence of setting on the problem and its resolution; identify the speaker and recognize the difference between first-person and third-person narration; and identify and analyze features of themes conveyed through characters, actions, and images.

### **STUDENT WRITING COMPONENT:**

Students will write narratives, expository compositions, research reports, responses to literature, and persuasive compositions.

- **Writing Strategies**

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

- **Writing Applications (Genres and Their Characteristics)**

Students will write narrative, expository, persuasive, and descriptive texts of at least 500-700 words in each genre. Student writing will demonstrate a command of standard American English. When writing expository compositions, students must (1) state their thesis or purpose; (2) explain the situation; (3) follow an organizational pattern appropriate to the type of composition; and (4) offer persuasive evidence to validate arguments and conclusions as needed.

- **Written and Oral English-Language Conventions**

Students will demonstrate a general command of English-language conventions when they speak and write. Curriculum emphases will include sentence structure, grammar, punctuation, and spelling.

### **STUDENT ORAL COMPONENT:**

Students are to listen critically and respond appropriately to oral communications and are to deliver focused, coherent presentations that convey ideas clearly. They will evaluate the content of oral communication. Students will demonstrate a command of standard American English and use appropriate organizational and delivery strategies.

- **Listening and Speaking Strategies**

Students will be engaged as listeners and speakers and (1) relate the speaker's verbal communication to the nonverbal message; (2) identify the tone, mood, and emotion conveyed in the oral communication; and (3) restate and execute multiple-step oral instructions and directions.

- **Speaking Applications (Genres and Their Characteristics)**

Students will deliver well-organized formal presentations employing traditional rhetorical strategies. Students are to deliver narrative, informative, and persuasive presentations as well as oral responses to literature and presentations on problems and solutions.

### **DETAILED UNITS OF INSTRUCTION:**

See Appendix A: District Language Arts Assessment Grades 6-8

See Appendix B: 6<sup>th</sup> Grade Language Arts Plan

**THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR FCUSD EXIT EXAM IN:**

Writing, Reading, and Language Arts

**LAB FEE, IF REQUIRED:** None

**SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

See Appendix A and B

**DISTRICT ESLRS TO BE ADDRESSED:**

Middle school English students will become:

- **Self-directed Learners** who will read and write independently, gaining confidence in their abilities to think on their own and take responsibility for their own learning. They will be able to use notes and a textbook to assist them in continuing their learning outside of the classroom setting.
- **Effective Communicators** who can clearly articulate their ideas in writing using standard American English and deliver effective oral presentations and arguments in both formal and informal settings. They will be able to analyze appropriate levels of formality in speech and writing and hone active listening skills.
- **Quality Producers/Performers** who understand the importance of neat, organized work (both written and oral) that demonstrates their thinking and understanding. They will take pride in all assignments and realize the value of creating an error-free product.
- **Constructive Thinkers** who are able to complete tasks with organization, logic, reasoning and writing skills that they have developed. They will reflect on their work and/or actions to enhance the outcome and value of their contributions.
- **Collaborative Workers** who can work in a variety of settings in culturally diverse groups. They will be able to form and use collaborative groups to strengthen their own understanding in addition to providing constructive feedback and support for others.
- **Responsible Citizens** who are prepared to contribute to our democracy in positive ways. They will be people who accept the consequences of their actions and who demonstrate their understanding of their role in the learning process.

**Folsom Cordova Unified School District  
English Language Arts  
Grades 6 – 8**

**District and State Assessments**

	<b>First Trimester</b>	<b>Second Trimester</b>	<b>Third Trimester</b>	<b>Trimester</b>
	<b>First Quarter</b>	<b>Second Quarter</b>	<b>Third Quarter</b>	<b>Fourth Quarter</b>
<b>6<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Holt Entry-Level Test (optional)</li> <li>• FCUSD Oral Reading Assessment (below 128 WPM and/or 95% accuracy only)</li> <li>• Holt First-Quarter Test</li> </ul>		<ul style="list-style-type: none"> <li>• Holt Third-Quarter Test</li> <li>• STAR Testing (CST)</li> </ul>	<ul style="list-style-type: none"> <li>• FCUSD Oral Reading Assessment (below 128 WPM and/or 95% accuracy only)</li> </ul>
<b>7<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Holt Entry-Level Test (optional)</li> <li>• Holt First-Quarter Test</li> </ul>		<ul style="list-style-type: none"> <li>• Holt Third-Quarter Test</li> <li>• Writing Component of the CST</li> <li>• STAR Testing (CAT6 and CST)</li> </ul>	
<b>8<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Holt Entry-Level Test (optional)</li> <li>• Holt First-Quarter Test</li> </ul>		<ul style="list-style-type: none"> <li>• Holt Third-Quarter Test</li> <li>• STAR Testing (CST)</li> </ul>	

# Folsom Cordova Unified School District

## English Language Arts

### Pacing Plan

# Grade 6

First Quarter

CHAPTER 1 (5 weeks) FCUSD Weeks #1-#5	CHAPTER 2 (4 weeks) FCUSD Weeks #6-#9
<p><b>READING</b></p> <ul style="list-style-type: none"> <li>■ Ch 1—Plot &amp; Setting, OC Wk 2               <ul style="list-style-type: none"> <li>● Intro Ch 1 pp. 4-5</li> <li>● SL &amp; PR IR Ch 1 pp. 1-6                   <ul style="list-style-type: none"> <li>✓ R 1.4</li> <li>✓ R 2.1</li> <li>✓ R 3.3</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Ch 2—Characters, OC Wk 6               <ul style="list-style-type: none"> <li>● Intro Ch 2 pp. 52-53</li> <li>● SL &amp; PR IR Ch 2 pp. 57-66                   <ul style="list-style-type: none"> <li>✓ R 1.3</li> <li>✓ R 2.4</li> <li>✓ R 3.2</li> </ul> </li> </ul> </li> </ul>
<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>■ WS 6: <b>The Paragraph</b>, p. 648</li> <li>■ WS 1: <b>Narration</b>-Writing a Short Story, p. 498, OC Wk 3               <ul style="list-style-type: none"> <li>✓ W 2.1</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ WS 2: <b>Exposition</b>-Writing a “How to” Explanation, p. 526, OC Wk 8               <ul style="list-style-type: none"> <li>✓ W 2.2</li> </ul> </li> <li>■ Mini WS 5: Writing a Personal Narrative, p. 676, OC Wk5               <ul style="list-style-type: none"> <li>✓ W 2.1</li> </ul> </li> </ul>
<p><b>LISTENING &amp; SPEAKING</b></p> <ul style="list-style-type: none"> <li>■ Present Oral Narrative, p. 519, OC Wk 5               <ul style="list-style-type: none"> <li>✓ L&amp;S 2.1</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Following Oral Instructions and Directions, p. 545, OC Wk 9               <ul style="list-style-type: none"> <li>✓ L&amp;S 1.3</li> </ul> </li> </ul>
<p><b>HOLT HANDBOOK: ENGLISH LANGUAGE CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>■ Ch 12—Punctuation, p. 262, OC Wk 27</li> <li>■ Ch 13—Punctuation, p. 288, OC Wk 28-29               <ul style="list-style-type: none"> <li>✓ ELC 1.0, 1.3</li> </ul> </li> <li>■ C16—Writing Effective Sentences, p. 384, OC Wk 34-35               <ul style="list-style-type: none"> <li>✓ ELC 1.0, 1.1</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Ch 11—Capital Letters, p. 238, OC Wk 25               <ul style="list-style-type: none"> <li>✓ ELC 1.0, 1.4</li> </ul> </li> <li>■ Ch 1—Parts of a Sentence, p. 2, OC Wk 2               <ul style="list-style-type: none"> <li>✓ ELC 1.0, 1.1</li> </ul> </li> </ul>
<p><b>SPELLING</b></p>	<p>Spelling Lessons #1-9</p>
<p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>■ Ch 1 Test pp. 13-19 (Progress Assessment: Reading, Vocabulary &amp; Literature)               <ul style="list-style-type: none"> <li>✓ R 1.4, 3.3</li> </ul> </li> <li>■ Writing WS 1 Test pp. 2-4 (Progress Assessment: Writing, Listening &amp; Speaking)</li> </ul> <p><b>QUARTERLY ASSESSMENT:</b> First-Quarter Test. Assessment results are due to district the tenth week of school. <b>Standards Taught and Assessed through the First-Quarter Test:</b></p> <ul style="list-style-type: none"> <li>● Reading: 1.0, 1.4, 2.1, 2.4, 3.2, 3.3</li> <li>● Writing: 1.0, 1.2b, 2.1a, 2.1b, 2.1c</li> </ul>	<ul style="list-style-type: none"> <li>■ Ch 2 Test pp. 36-43 (Progress Assessment: Reading, Vocabulary &amp; Literature)               <ul style="list-style-type: none"> <li>✓ R 1.3, 3.2</li> </ul> </li> <li>■ Writing WS 2 Test pp. 5-6 (Progress Assessment: Writing, Listening &amp; Speaking)</li> </ul> <ul style="list-style-type: none"> <li>● Language Conventions: 1.0, 1.1, 1.3, 1.4</li> </ul>

SL & PR – Strategy Launch and Practice Read  
 IR – Interactive Reader  
 ELC – English-Language Conventions

OC – On Course Mapping Guide  
 WS – Workshop  
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Folsom Cordova Unified School District  
English Language Arts  
Pacing Plan

Grade 6 Second Quarter

CHAPTER 3 (5 weeks) FCUSD Weeks #10-#14	CHAPTER 4 (4 weeks) FCUSD Weeks #15-#18
<p><b>READING</b></p> <ul style="list-style-type: none"> <li>■ Ch 3—Theme, OC Wk 10</li> <li>■ Intro Ch 3 pp. 116-117</li> <li>■ SL &amp; PR IR Ch 3 pp. 99-107               <ul style="list-style-type: none"> <li>✓ R 1.2a</li> <li>✓ R 2.6</li> <li>✓ R 3.6</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Ch 4—Forms of Fiction, OC Wk 15</li> <li>■ Intro Ch 4 pp. 172-173</li> <li>■ SL &amp; PR IR Ch 4 pp. 141-148               <ul style="list-style-type: none"> <li>✓ R 1.2c</li> <li>✓ R 2.2</li> <li>✓ R 3.1</li> </ul> </li> </ul>
<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>■ WS 3: <b>Response to Literature</b> –Writing a Short-Story Interpretation, p. 550, OC Wk 12</li> <li>■ Mini WS 4: Writing a Movie Review, OC p. 673, Wk 14               <ul style="list-style-type: none"> <li>✓ W 2.4</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Mini WS 1: Writing a Compare and Contrast Essay, p. 660, OC Wk 18               <ul style="list-style-type: none"> <li>✓ W 2.2</li> </ul> </li> </ul>
<p><b>LISTENING &amp; SPEAKING</b></p> <ul style="list-style-type: none"> <li>■ Present Oral Response to Literature, p. 570, OC Wk 14               <ul style="list-style-type: none"> <li>✓ L&amp;S 2.3</li> </ul> </li> </ul>	
<p><b>HOLT HANDBOOK: ENGLISH LANGUAGE CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>■ Ch 2—Parts of a Sentence, p. 24, OC Wk 4               <ul style="list-style-type: none"> <li>✓ ELC 1.0, 1.2, 1.4</li> </ul> </li> <li>■ Ch 3—Parts of Speech, p. 48, OC Wk 6               <ul style="list-style-type: none"> <li>✓ ELC 1.0, 1.1</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Ch 4—The Phrase and Clause, p. 74, OC Wk 9               <ul style="list-style-type: none"> <li>✓ ELC 1.0, 1.1, 1.3</li> </ul> </li> <li>■ Ch 6—Agreement, p. 122, OC Wk 13-14               <ul style="list-style-type: none"> <li>✓ ELC 1.0, 1.2</li> </ul> </li> </ul>
<p><b>SPELLING</b> Spelling Lessons #10-18</p>	
<p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>■ Ch 3 Test pp. 59-66 (Progress Assessment: Reading, Vocabulary &amp; Literature)               <ul style="list-style-type: none"> <li>✓ R 1.2a, 3.6</li> </ul> </li> <li>■ Writing WS 3 Test pp. 7-9 (Progress Assessment: Writing, Listening &amp; Speaking)</li> </ul> <p><b>QUARTERLY ASSESSMENT:</b> Optional Midyear Test. This test has <u>not</u> been rewritten to reflect FCUSD’s program organization. Assessment results do not need to be sent to the district. <b>Standards Taught and Assessed through the Midyear Test:</b></p> <ul style="list-style-type: none"> <li>• Reading: 1.2, 2.1, 2.2, 2.4, 2.6, 3.1, 3.2, 3.3, 3.6</li> <li>• Writing: 1.0, 1.2a, 1.2c, 1.6, 2.2c, 2.4a, 2.4c</li> <li>• Language Conventions: 1.0, 1.1, 1.2</li> </ul>	

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# Grade 6

Third Quarter

**CHAPTER 5 (6 weeks)**  
FCUSD Weeks #19-#24

3rd Quarter Extension  
FCUSD Weeks  
#28-#30

**CHAPTER 6 (3 weeks)**  
FCUSD Weeks #25-#27

**READING**

- Ch 5—Biography & Autobiography, OC Wk 19
- Intro Ch 5 pp. 242-243
- SL & PR IR Ch5 pp. 179-187
  - ✓ R 1.4
  - ✓ R 2.3
  - ✓ R 3.5

- Ch 6—Literary Devices, OC Wk 25
- Intro Ch 6 pp. 328-329
- SL & PR IR Ch 6 pp. 223-228
  - ✓ R 1.5
  - ✓ R 2.7
  - ✓ R 3.7

**WRITING**

- WS 4: **Research** –Writing a Research Report, p. 576, OC Wk 22
  - ✓ W 2.3

- Mini WS 2: Writing a Descriptive Essay, p. 665, OC Wk 27
  - ✓ W 2.2

**LISTENING & SPEAKING**

- Giving & Evaluating a Research Presentation, p. 604, OC Wk 24
  - ✓ L&S 2.2
- Media Mini WS 8: Creating Graphics, p. 686, OC Wk 24
  - ✓ L&S 1.6

**HOLT HANDBOOK ENGLISH LANGUAGE CONVENTIONS**

- Ch 7—Using Verbs Correctly, p. 146, OC Wk 15-16
  - ✓ ELC 1.0, 1.2
- Ch 9—Modifiers, p. 196, OC Wk 21
  - ✓ ELC 1.0

- Ch 10—Glossary of Usage, p. 220, OC Wk 22-23
    - ✓ ELC 1.0, 1.5
  - Ch 14—Spelling, p. 316, OC Wk 33
    - ✓ ELC 1.0, 1.5
- Review Ch 11, 12, 13 & 16 before the STAR test.**

**SPELLING**

Spelling Lessons #19-30

**ASSESSMENT**

- Ch 5 Test pp. 110-116  
*(Progress Assessment: Reading, Vocabulary & Literature)*
  - ✓ R 1.4, 3.5
- Writing WS 4 Test pp. 10-12  
*(Progress Assessment: Writing, Listening & Speaking)*

- Ch 6 Test pp. 132-139  
*(Progress Assessment: Reading, Vocabulary & Literature)*
  - ✓ R 1.5, 3.7

**QUARTERLY ASSESSMENT:** Third-Quarter continued on the next page.

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# Grade 6

Third Quarter  
 continued

**CHAPTER 7 (3 weeks)**  
 FCUSD Weeks #31-#33

**READING**

- Ch 7—Poetry, OC Wk 28
  - Intro Ch 7 pp. 378-379
  - SL & PR IR Ch 7 pp. 263-269
    - ✓ R 1.2b
    - ✓ R 2.8
    - ✓ R 3.4

**WRITING**

- Mini WS 6: Writing a Problem-Solution Explanation, p. 678, OC Wk 30
  - ✓ W 2.2

**LISTENING & SPEAKING**

- Giving & Listening to a Problem-Solution Presentation, p. 681, OC Wk 31
  - ✓ L&S 2.5

**HOLT HANDBOOK ENGLISH LANGUAGE CONVENTIONS**

**SPELLING**

Spelling Lessons #31-33

**ASSESSMENT**

- Ch 7 Test pp. 155-160  
 (Progress Assessment: Reading, Vocabulary & Literature)
  - ✓ R 1.2b, 3.4

**QUARTERLY ASSESSMENT:** Third-Quarter Test. Assessment results are due to the district the thirty-fourth week of school. This test includes chapters 5-7. **Standards Taught and Assessed through the Third-Quarter Test:**

- Reading: 1.0, 1.2b, 1.4, 1.5, 2.3, 2.7, 2.8, 3.4, 3.5, 3.7
- Writing: 1.0, 1.2b, 1.2c, 1.3, 1.6, 2.2a, 2.2c
- Language Conventions: 1.0, 1.2, 1.5

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# Grade 6

Fourth Quarter

	<b>CHAPTER 8 (3 weeks)</b> FCUSD Weeks #34-#36
<b>READING</b>	<ul style="list-style-type: none"> <li>■ Ch 8—Literary Criticism, OC Wk 32               <ul style="list-style-type: none"> <li>● Intro Ch 8 pp.428-429</li> <li>● SL &amp; PR IR Ch 8 pp. 293-300                   <ul style="list-style-type: none"> <li>✓ R 2.5</li> <li>✓ R 3.8</li> </ul> </li> </ul> </li> </ul>
<b>WRITING</b>	<ul style="list-style-type: none"> <li>■ WS 5: <b>Persuasion</b> – Writing a Persuasive Essay, p. 616, OC Wk 34</li> <li>■ Mini WS 3: Writing a Letter, p. 671, OC Wk 36               <ul style="list-style-type: none"> <li>✓ W 2.5</li> </ul> </li> </ul>
<b>LISTENING &amp; SPEAKING</b>	<ul style="list-style-type: none"> <li>■ Analyzing Propaganda on TV, p. 642, OC Wk 35               <ul style="list-style-type: none"> <li>✓ L&amp;S 1.9</li> </ul> </li> <li>■ Give &amp; Evaluate a Persuasive Speech, p. 636, OC Wk 35               <ul style="list-style-type: none"> <li>✓ L&amp;S 2.4</li> </ul> </li> </ul>
<b>HOLT HANDBOOK ENGLISH LANGUAGE CONVENTIONS</b>	
<b>SPELLING</b>	Spelling Lesson #34
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>■ Ch 8 Test pp. 173-179 <i>(Progress Assessment: Reading, Vocabulary &amp; Literature)</i> <ul style="list-style-type: none"> <li>✓ R 3.8</li> </ul> </li> <li>■ Writing WS 5 Test pp. 13-15 <i>(Progress Assessment: Writing, Listening &amp; Speaking)</i></li> </ul>

**QUARTERLY ASSESSMENT:** Optional End-of-Year Test. Assessment results do not need to be sent to the district. **Standards Taught and Assessed through the End-of-Year Test:**

- Reading: 1.2, 1.3, 1.4, 1.5, 2.0, 2.1, 2.4, 2.5, 2.6, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8
- Writing: 1.0, 1.2b, 1.2c, 1.3, 1.6, 2.2a, 2.2c
- Language Conventions: 1.0, 1.1, 1.2, 1.3, 1.4, 1.5

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