



# **Wolcott Public Schools**

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**Middle School Curriculum  
*Grade 6*  
Language Arts  
*Writing (Grammar)***



*Children are our Future...*

# *Acknowledgements*

*Curriculum Writers:*

*Deborah Nicol*

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*We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Wolcott students.*

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*Assistant Superintendent*

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*Language Arts – Grade 6*  
*Writing (Grammar)*

# LANGUAGE ARTS CURRICULUM

## GRADE 6

### WRITING (GRAMMAR)

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#### **Mission Statement:**

*The mission of the Wolcott Public Schools is to develop in each student the knowledge, skills, and attitudes necessary to become a productive member of the community and a contributing member to society.*

#### **Departmental Philosophy:**

The philosophy of Language Arts at Tyrrell Middle School is to facilitate and teach literacy using a variety of genre. This will ensure that students become life-long, independent learners who will read and think critically and creatively to construct meaning, collaborate, and communicate effectively to discover themselves, their thoughts, their feelings, and their world.

#### **Course Description:**

The Language Arts curriculum at Tyrrell Middle School is designed to meet the literacy and communication needs of each student. Students will have experiences with various genre in order to develop effective communication skills in reading, writing, speaking, listening, and viewing using varied exemplary teaching strategies to meet the needs of all students. Emphasis will be placed on the development of metacognition and critical thinking which will enable students to become successful, life-long learners.

**Language Arts – Grade 6: Writing (Grammar)**  
**Holt Handbook: Introductory Course**

**Content Standard: Writing: Grammar**

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b>1. Reading and Responding</b>            Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p><b>1.4</b> Students communicating with others to create interpretations of written, oral and visual texts.</p> <p><b>3. Communicating with Others</b>            Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p><b>3.2</b> Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p><b>4. Applying English Language Conventions</b>            Students apply the conventions of standard English in oral, written and visual communication.</p> <p><b>4.1</b> Students use knowledge of their language and culture to improve competency in English.</p> <p><b>4.2</b> Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p><b>4.3</b> Students use standard English for composing and revising written text.</p>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Review the rules of capitalization, punctuation and usage from previous grades.</li> <li>• Practice exercises for capitalizing languages, races, nationalities and religions.</li> <li>• Understanding the use of commas in appositives, to set off direct address, for items in a series, compound sentences, as interrupters, introductory words, phrases and clauses.</li> <li>• Identify the functions of semi-colons and colons.</li> <li>• Practice the use of apostrophes in dialogue, along with parentheses.</li> <li>• Identify, write and classify various parts of speech i.e. noun, pronoun, verb, adverb, adjective, preposition, conjunction and interjection.</li> <li>• Practice writing paragraphs and their set-up i.e. format, etc...</li> <li>• Practice how to cite sources according to a predetermined format.</li> <li>• Use independent resources to correct own spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Work</li> <li>• Collaborative Group Work</li> <li>• Projects- Posters, etc.</li> <li>• Tests and Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Lab Work</li> <li>• <u>Holt Handbook</u>: Introductory Courses as indicated below:               <ul style="list-style-type: none"> <li>✓ Ch. 11- Pg. 238</li> <li>✓ Ch. 12- Pg. 262</li> <li>✓ Ch. 1- Pg. 2</li> <li>✓ Ch.16- Pg. 382</li> <li>✓ Ch. 6- Pg. 122</li> <li>✓ Ch. 14- Pg. 316</li> <li>✓ Ch. 3- Pg. 48</li> <li>✓ Ch. 2- Pg. 24</li> </ul> </li> </ul>

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**Pacing Guide**

**September:** Review of Rules: Ch. 11 Capitalization and Ch. 12 Punctuation/Usage

**October:** Ch. 12 Commas, Semi-Colons, Colons

**November:** Ch. 1 Parts of a Sentence and Ch. 16 Writing Effective Sentences

**December:** Continue Ch. 16 Writing Effective Sentences

**January:** Ch. 6 Subject Verb Agreement

**February:** Ch. 14 Spelling

**March:** Ch. 3 Verbs, Adverbs, Prepositions, Conjunctions,

**April:** Ch. 2 Nouns, Pronouns, Adjectives

**May:** Review Parts of Speech

**June:** Cite Source Format

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**Essential Questions**

1. What are the basic grammar rules?
2. What are the parts of speech?
3. What makes up a good sentence?
4. How do we understand multiple meaning vocabulary words?
5. How do you edit/revise your writing?

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**Skills Objectives**

**The students will be able to...**

1. Review rules of grammar, punctuation and usage
2. Identify, write and classify various parts of speech
3. Practice how to cite resources
4. Use independent resources to correct spelling

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**Assessments**

[That are aligned to the curriculum – this will be done through the data teams throughout the year – no need to do them now, I just wanted to let you know where they will go in the curriculum, as we complete them. Thank you.]