

CURRICULUM MAP FOR LANGUAGE ARTS/ENGLISH HAMMOND BAPTIST SCHOOLS, 6TH GRADE

The 2023 Indiana Academic Standards SIXTH GRADE English/Language Arts are the full-column headings and in the left-hand column. They are listed by skill and not in chronological order. Therefore, the right column refers to the portion of curriculum that emphasizes the skill. Hammond Baptist's 6th grade has both an English class and a reading class. English class covers grammar, spelling with vocabulary and idioms, composition, and Bible Reading. The reading class reads at least two excerpts a week, both orally and silently, both independently and as a class as a whole and includes vocabulary enrichment, comprehension, and further composition. Both classes use the Hammond Baptist Schools 6th-grade *HISstory* curriculum which is divided into 36 weeks and follows basic Bible stories and truths, Old through New Testaments.

The Hammond Baptist Junior High English classes support and cooperate with the other academic classes to prepare a backboard, tabletop display, written & illustrated paper, and oral report for the Annual Academic Fair held each spring. The 6th-graders' theme is the Bible; 7th-graders', science; and 8th-graders, history.

SIXTH GRADE: ENGLISH/LANGUAGE ARTS

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an E. The learning outcome statement for each domain immediately precedes each set of standards.

READING: COMPREHENSION	
<i>LEARNING OUTCOME:</i> Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.	
6.RC.1 Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)	Throughout all reading assignments, whether read orally or silently. Through 6 book reports on nonfiction chosen by students and approved by teacher and parents. Through research done for Bible project and paper for the Academic Fair.
6.RC.2 Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text. (E)	Throughout all reading assignments, whether read orally or silently. Through 6 book reports on nonfiction chosen by students and approved by teacher and parents. Through research done for Bible project and paper for the Academic Fair.
6.RC.3 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)	In every Reading Class' reading assignment and Bible reading done in English, Bible, and Reading Classes.
6.RC.4 Compare and contrast works of literature 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.	Week Nine: Comparing story "Peter of Haarlem: The Boy Who Saved His Country" and "Little Things" (both the article and poem by Dr. Hyles).
6.RC.5. Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	Especially in the six book reports on nonfiction chosen by students and approved by teacher and parents, but also throughout all reading assignments, whether read orally or silently, and in the research done for Bible project and paper for the Academic Fair.

6.RC.6 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Throughout all reading assignments, whether read orally or silently. Through 6 book reports on nonfiction chosen by students and approved by teacher and parents Through research done for Bible project and paper for the Academic Fair and illustrated in a display and backboard.
6.RC.7 Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text. (E)	Especially in the six book reports on nonfiction chosen by students and approved by teacher and parents, but also throughout all reading assignments, whether read orally or silently, and in the research done for Bible project and paper for the Academic Fair.
6.RC.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.	Especially week 16: Conclusions of author compared to conclusions of Solomon.
6.RC.9 Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.	Preparation for Academic Fair: Backboard, display, written & illustrated and oral report
6.RC.10 Use context to determine or clarify the meaning of words and phrases.	Bible reading, reading for book reports, and weekly reading assignments.
6.RC.11 Use the relationship between particular words (e.g., cause/effect part/whole, item/category) to better understand individual words.	In essays related to readings as well as in oral discussion about the meanings of the stories.
6.RC.12 Distinguish among the connotations of words with similar denotations.	Spelling: Homonyms Reading: Every reading, e.g., "puns" used to convey understated meaning with explicit word: Week One: "Granddaddy's Tale of 'Whoa'"
6.RC.13 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (E).	Spelling lists & Latin class Reading vocabulary

WRITING

LEARNING OUTCOME: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

6.W.1 Write arguments in a variety of forms that: - Introduce claim(s) using strategies such as textual analysis, comparison/contrast, and cause/effect - Use an organizational structure to group related ideas that support the argument. - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. - Establish and maintain a consistent style and tone appropriate to the purpose and audience. - Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons. - Provide a concluding statement or section that follows from the argument presented. (E)	Book reports Writing original sentences to illustrate how to use parts of speech, sentence parts, and proper punctuation. Writing paper for Academic Fair which not only gives summary and illustration of story, but also illustrates the lessons learned—or should have been learned—by the Bible characters
6.W.2 Write informative compositions in a variety of forms that: - Introduce a topic; organize ideas concepts, and information using strategies such as definition and classification. - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. - Use appropriate transitions to clarify the relationships among ideas and concepts. - Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. - choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. - Establish and maintain a writing style appropriate to te purpose and audience. - Provide a concluding statement or section that follows from the information or explanation presented. (E)	Book reports Essays responding to readings Paper for Academic Fair Sentences to illustrate how to use parts of speech, sentence parts, and proper punctuation.
6.W.3 Write narrative compositions in a variety of forms that: - Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator, and/or characters). - Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. - Provide an ending that follows from the narrated experiences or events. (E)	Book reports Essays responding to readings Paper for Academic Fair Original sentences and paragraphs to illustrate how to use parts of speech, sentence parts, and proper punctuation.

6.W.4 Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative. - Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults. - Use technology to interact and collaborate with others to generate, produce, and publish writing.	Book reports Essays responding to readings Paper for Academic Fair Original sentences and paragraphs to illustrate how to use parts of speech, sentence parts, and proper punctuation.
6.W.5 Conduct research assignments and tasks to build knowledge about the research process and the topic under study. - Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?). - Gather relevant information from multiple sources and annotate sources. - Assess the credibility of each source. - Quote or paraphrase the information and conclusions of others. - Avoid plagiarism and provide basic bibliographic information for sources. - Present information, choosing from a variety of formats. (E)	Book reports Essays responding to readings Paper for Academic Fair Original sentences and paragraphs to illustrate how to use parts of speech, sentence parts, and proper punctuation.
6.W.6 Demonstrate command of English grammar and usage, focusing on: - Pronouns—Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents). - Usage—Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons. (E)	In Reading Class: Book reports Essays responding to readings Paper for Academic Fair In English Class: <i>Grammar</i> is covered beginning Week One through Week Twenty-Four: parts of speech (including verb tenses, subject-verb agreement, correct modification, etc.), complements, and verbals <i>Sentence construction</i> (syntax) once nouns and verbs have been introduced, leading to Subject-Verb combinations. Paragraphing Original sentences and paragraphs to practiced in English to illustrate how to use parts of speech, sentence parts, and proper punctuation beginning in Week One, continuing throughout the year.

6.W.7 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: a. Punctuation— I. Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. II. Using semicolons to connect main clauses and colons to introduce a list or quotation. (E)	In English Class: <i>Sentence construction</i> (syntax) once nouns and verbs have been introduced, leading to Subject-Verb combinations. Paragraphing Original sentences and paragraphs to practiced in English to illustrate how to use parts of speech, sentence parts, and proper punctuation beginning in Week One, continuing throughout the year. In Reading Class: Book reports Essays responding to readings Paper for Academic Fair
COMMUNICATION AND COLLABORATION	
<i>LEARNING OUTCOME</i> Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.	
6.CC.1 Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)	During Reading Class: Discussing lessons illustrated in reading selections Discussing vocabulary words of reading selections Discussing Academic Fair project During English Class: Discussing Bible truths used as essay topics Discussing spelling words, vocabulary words and idioms
6.CC.2 Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E).	During Reading Class: Discussing lessons illustrated in reading selections Discussing vocabulary words of reading selections Discussing Academic Fair project During English Class: Discussing Bible truths used as essay topics Discussing spelling words, vocabulary words and idioms
6.CC.3 Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing (E).	During Reading Class: Discussing lessons illustrated in reading selections Discussing vocabulary words of reading selections Discussing Academic Fair project During English Class: Discussing Bible truths used as essay topics Discussing spelling words, vocabulary words and idioms

6.CC.4 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.	Not done in 6 th grade except relating to research for Academic Fair: “Avoid public ‘encyclopedia’ sites. Must have a variety of types of sources (bibliography formats taught): How to take notes to avoid plagiarism, etc.
6.CC.5 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	When listening to classmates’ Academic Fair and book reports: One-sentence reviews written with one question for each. Never done about chapel speaker, preaching, or another teacher’s comments: Taught “critical thinking”—What does God’s Word say?—not to be critics.
6.CC.6 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.	Academic Fair reports Oral book reports (at least one a year)
6.CC.7 Develop engaging presentations that include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Academic Fair projects
6.CC.8 Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)	Bibliography required Text/Oral reports sources must be cited

Bibliography

In addition to the Bible:

6th Grade English & Reading: “Write These Words.” Hammond: Hammond Baptist Curriculum, 2005-2024.

In addition to the Bible: