

Michigan District Lutheran School Curriculum *SCOPE & SEQUENCE*

Grade Level: 6th		Curricular Area: Language Arts	
Unit 1: Reading	Unit 2: Writing	Unit 3: Speaking	Unit 4: Listening & Viewing
<p>1A Word Recognition and Word Study</p> <ul style="list-style-type: none"> • Word Recognition • Fluency • Vocabulary 	<p>2A Writing Genre</p> <ul style="list-style-type: none"> • Narrative Writing • Persuasive Writing • Research Questions 	<p>3A Conventions</p> <ul style="list-style-type: none"> • Practice Effective Communication Skills • Use Common Grammatical Structures • Speak Effectively using Rhyme or Cadence 	<p>4A Conventions</p> <ul style="list-style-type: none"> • Analyze Content and Message of Media • Exhibit Appropriate Audience Behavior • Analyze Verbal and Non-Verbal Strategies
<p>1B Narrative Text</p> <ul style="list-style-type: none"> • Structure and Elements • Style and Purpose • Use of Literary Devices 	<p>2B Writing Process</p> <ul style="list-style-type: none"> • Planning (Pre-writing) • Write Draft • Revise Draft <ul style="list-style-type: none"> --Elaboration --Clarification • Proofread & Edit 	<p>3B Discourse</p> <ul style="list-style-type: none"> • Engage in Interactive Discussions • Take a Position • Respond to Written Narratives 	<p>4B Response</p> <ul style="list-style-type: none"> • Take Notes on a Variety of Genre • Ask Clarifying Questions • Respond to Classic and Contemporary Texts • Identify Propaganda
<p>1C Informational Text</p> <ul style="list-style-type: none"> • Identify Features of Informational Text • Study Organizational Text Patterns • Explain the Usage of Text Features 	<p>2C Personal Style</p>		



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Michigan District Lutheran School Curriculum *SCOPE & SEQUENCE*—cont.

Grade Level: 6th		Curricular Area: Language Arts	
Unit 1: Reading	Unit 2: Writing	Unit 3: Speaking	Unit 4: Listening & Viewing
1D Comprehension <ul style="list-style-type: none"> • Text-to-Self and Text-to-Text Connections • Concise Summarization • Analysis of Global Themes, Universal Truths, and Principles in Text • Application from Science, Social Studies, & Math 	2D Grammar & Usage		
1E Metacognition	2E Spelling		
1F Critical Standards	2F Handwriting		
1G Reading Attitude	2G Writing Attitude		



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 6

Curricular Area: Language Arts (Reading/Word Recognition and Word Study)

Outcome 1A : Students will use their knowledge of word parts, word relationships and context clues to build fluency, to determine the meaning of specialized vocabulary, and to understand the precise meaning of grade-level appropriate words.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.WS.06.01 Explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p>	<p>ELA.1.MS.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, manuals, and periodicals.</p>	<p>Use a dictionary to define and spell words.</p>
<p>R.WS.06.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes and syllabication.</p>	<p>ELA.1.MS.3 Employ multiple strategies to construct meaning, such as generating questions, studying vocabulary, analyzing mood and tone, recognizing how authors use information, generalizing ideas, matching form to content, and developing reference skills.</p>	<ul style="list-style-type: none"> • Incorporate theological and biblical words into the regular spelling lists or even invite students to nominate certain words from the religion class to be included on spelling lists. • Instructor uses Bible, catechism, and hymnal to lead a definition race. Choose words for groups of students to locate in a dictionary in order to find the meaning of the word. The group that locates and reads the proper meaning of the word first receives a point. • Each student in the class is assigned a different theological word, a new word that is basically unknown to the students. (Examples: justification, sanctification, inerrancy, inspiration, omniscience, triune, soteriological, eschatological, isagogics, homiletics, sacrament.) The student must prepare to pronounce his/her word correctly, define the term orally to the class, use the word in a sentence, and spell it correctly.
<p>R.WS.06.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p>	<p>ELA.1.MS.4 Employ multiple strategies to recognize words as they construct meaning, including the use of context clues, word roots and affixes, and syntax.</p>	<ul style="list-style-type: none"> • Each student in the class is assigned a different theological word, a new word that is basically unknown to the students. (Examples: justification, sanctification, inerrancy, inspiration, omniscience, triune, soteriological, eschatological, isagogics, homiletics, sacrament.) The student must prepare to pronounce his/her word correctly, define the term orally to the class, use the word in a sentence, and spell it correctly.
<p>R.WS.06.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>	<p>ELA.3.MS.3 Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.</p>	<p>Identify and explain the function of various types of language: figurative language, similes, metaphors, euphemisms and idioms.</p>
<p>R.WS.06.05 Acquire and apply strategies to identify unknown words and construct meaning.</p>	<p>ELA.3.MS.5 Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood</p>	
<p>R.WS.06.06</p>		



<p>Fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p> <p>R.WS.06.07 In context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.</p>	<p>and tone, recognizing how authors and speakers use information, and matching form to content.</p> <p>ELA.3.MS.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.</p> <p>ELA.4.MS.1 Compare and contrast spoken, written, and visual language patterns used in their communication contexts, such as community activities, discussions, mathematics and science classes, and the workplace.</p> <p>ELA.4.MS.3 Investigate idiomatic phrases and word origins and how they have contributed to contemporary meaning.</p> <p>ELA.4.MS.4 Demonstrate how communication is affected by connotation and denotation and why one particular word is more effective or appropriate than others in a given context.</p> <p>ELA.7.MS.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include generating questions, studying vocabulary, analyzing mood and tone, recognizing how creators of text use and represent information, and matching form to content.</p> <p>ELA.7.MS.3 Reflect on their own developing literacy, set</p>	<p>Explore and appreciate differences in regional dialects.</p> <ul style="list-style-type: none"> Resources can be collected from the public library to illustrate various dialects—Mark Twain used several dialects in his works, the novel <i>Shepherd of the Hills</i> is an example of Ozarkian dialect, even the <i>Cotton Patch Bible</i> is an example of dialect. These resources will help students acquire a firsthand knowledge of what the dialects look and sound like. <p>Read fluently and adjust their rate of reading to suit the designated purpose for reading.</p> <ul style="list-style-type: none"> Students should prepare oral readings from a variety of sources including: Bible storybooks, Bible stories directly from Scripture; a chapter of a religion book; <i>My Devotions</i> or another devotional book; church or school newsletter; divine service from the hymnal or a service printed in a worship guide. Students should be coached to adjust their rate of reading to suit the type of material. After each reading, other students complete a brief work sheet prepared by the instructor to show they comprehend the main points of one or more of the readings. (Examples: The Bible stories could be read as if a parent or teacher were reading them to little children. The devotionals could be read as if they were a meditational sign-off for a Christian radio station, the church or school newsletter could be read as a news broadcast, and the religion text as a teacher
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	learning goals, and evaluate their progress.	presenting a lecture.)
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1A Word Recognition and Word Study Teacher Name: _____ Grade Level: 6	Curricular Area: Language Arts/Unit 1-Reading School Year:				
Michigan Standards, Benchmark or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
R.WS.06.01 Explain and use word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.					
R.WS.06.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes and syllabication.					
R.WS.06.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.					
R.WS.06.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.					
R.WS.06.05 Acquire and apply strategies to identify unknown words and construct meaning. by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins					
R.WS.06.06 Fluently read beginning grade-level text and increasingly demanding text as the year proceeds					
R.WS.06.07 In context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.					



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Michigan District Lutheran School Curriculum *OUTCOMES*– Grade 6

Curricular Area: Language Arts (Reading/Narrative Text)

Outcome 1B: The student will read with understanding a variety of narrative genre, and explain how an author uses text features such as dialogue, imagery and mood to shape the reader’s attitudes.

Grade Level Content Expectations (GLECs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.NT.06.01 Describe how characters form opinions about one another in ways that can be fair and unfair in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p>R.NT.06.02 Analyze the structure, elements, style, and purpose of narrative genre including folktales, fantasy, adventure and action stories.</p> <p>R.NT.06.03 Analyze how dialogue enhances the plot, characters, and themes; differentiates major and minor characters; and builds climax.</p> <p>R.NT.06.04 Analyze how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme.</p>	<p>ELA.1.MS.1 Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.</p> <p>ELA.1.MS.5 Respond to a variety of oral, visual, written, and electronic texts by making connections to their personal lives and the lives of others.</p> <p>ELA.3.MS.7 Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include identification with characters and multiple points of view.</p> <p>ELA.5.MS.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>ELA.5.MS.3 Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one’s own experience.</p> <p>ELA.5.MS.4</p>	<p>Preview, skim, and formulate questions on new selections.</p> <ul style="list-style-type: none"> • Have students read a substantial narrative from the Bible (Genesis 37, 39-50 or Exodus 3-14; Ruth; Esther; Acts 2:42-7:60; or Acts 13-18) and create a list of the questions that could be used by the class to discuss the narrative read. <p>Explore varieties of prose and poetry in literature and in the Bible.</p> <ul style="list-style-type: none"> • Narrative Poetry: Read excerpts from Job and “Out, Out…” by Robert Frost. Read the tragic story of a boy who cut off his hand and bled to death. Why do things like this happen in life? What about Job’s situation? • Lyric Poetry: Read Psalm 24 and “When I Heard the Learned Astronomer” by Walt Whitman. Discuss the effect that God’s marvelous creation in nature has on people who look for the beauty in it. • Dramatic Poetry: Read Isaiah 52:13-53:12 and “Ah, Are You Digging on My Grave?” by Thomas Hardy. What attitudes about death are revealed in the poem? How is Jesus’ attitude about life



	<p>Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.</p> <p>ELA.5.MS.5 Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.</p> <p>ELA.6.MS.3 Compare and contrast the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p> <p>ELA.8.MS.2 Describe and use characteristics of various narrative genre and elements of narrative technique to convey ideas and perspectives. Examples include foreshadowing and flashback in poetry, science fiction, short stories, and novels.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p> <p>ELA.10.MS.1 Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.</p>	<p>and death and His mission as a suffering servant so superior to the world's ideas?</p> <p>Use the setting of a story to determine when and where a story takes place.</p> <ul style="list-style-type: none"> In the following Bible stories, list words or phrases that describe time and place elements: Genesis 19—The Destruction of Sodom and Gomorrah; Joshua 5:13-6:27—Conquering Jericho; 1 Samuel 20—The Friendship of David and Jonathan; 2 Kings 2:1-18—God takes Elijah to Heaven; Matthew 3—The Baptism of Jesus; Matthew 4:1-11—The Temptation of Jesus; John 18:1-11—Jesus' Arrest. <p>Identify the use and purpose of symbolism in a selection.</p> <ul style="list-style-type: none"> Locate the symbols in Joseph's dream (Gen. 37, 40 and 41), Daniel's dream (Daniel 7) and John's use of symbols in the book of Revelation. Survey a hymnbook and locate symbols in hymns and spiritual songs. <p>Write an outline of a topic.</p> <ul style="list-style-type: none"> Read and outline one of the minor prophets. Study the life of a major Bible character-- (i.e.: Moses, David, Ruth, Samuel, John the Baptist, Jesus, Peter or Paul). Outline his/her life according to the following categories: childhood and early life; major events in life; ways God used him/her; death; impact of his/her ministry on future Christians. Or have students outline Ecclesiastes or the life of a parent,
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		grandparent, or other family member.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1B Narrative Text Teacher Name: _____ Grade Level: 6	Curricular Area: Language Arts/Unit 1-Reading				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	School Year: _____ Dates Taught (month/day/initials): _____				
R.NT.06.01 Describe how characters form opinion about one another in ways that can be fair and unfair in classic, multicultural, and contemporary literature recognized for quality and literary merit.					
R.NT.06.02 Analyze the structure, elements, style, and purpose of narrative genre including folktales, fantasy, adventure and action stories.					
R.NT.06.03 Analyze how dialogue enhances the plot, characters, and themes; differentiates major and minor characters; and builds climax.					
R.NT.06.04 Explain how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme.					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 6

Curricular Area: Language Arts (Reading/Informational Text)

Outcome 1C: The student will use a variety of informational genre as they discuss and analyze text patterns to gain understanding and make connections.

Grade Level Content Expectations (GLECs)	Michigan Benchmarks	Teaching the Faith
<p>R.IT.06.01 Analyze the structure, elements, features, style, and purpose of informational genre including research reports, “how-to-articles,” and essays.</p> <p>R.IT.06.02 Analyze organizational text patterns including descriptive, chronological sequence, and problem/solution.</p> <p>R.IT.06.03 Explain how authors use text features including footnotes, bibliographies, introductions, summaries, conclusions, and appendices to enhance the understanding of central, key, and supporting ideas.</p>	<p>ELA.1.MS.1 Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.</p> <p>ELA.6.MS.3 Compare and contrast the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences’ expectations.</p> <p>ELA.8.MS.3 Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.</p> <p>ELA.8.MS.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multidimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.</p> <p>ELA.8.MS.5</p>	<p>Preview, skim, and formulate questions on new selections.</p> <ul style="list-style-type: none"> • While completing an assigned reading of an upcoming chapter in the religion textbook, have students make a bookmark. On one side have students outline the main points of the chapter in a formal outline; on the other side have them write questions suggested by the content of that chapter for which they personally would like an answer. <p>Use the setting of a story to determine when and where a story takes place.</p> <ul style="list-style-type: none"> • Using a short biography of Martin Luther, have students list in chronological the places where important events in his life occurred. <p>Write an outline of a topic.</p> <ul style="list-style-type: none"> • Read and outline one of the minor prophets • Study a current issue in the church, read articles to help develop your understanding of the issue, and write and outline of a paper you could do to explore the issue.



	<p>Explain how the characteristics of various oral, visual, and written texts (e.g., videos, hypertext, glossaries, textbooks, and speeches) and the textual aids they employ (e.g., subheadings/titles, charts, and indexes) are used to convey meaning.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p> <p>ELA.10.MS.2 Perform the daily functions of a literate individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it in various contexts.</p>	<p>Identify the author’s possible purposes for writing a story or article.</p> <ul style="list-style-type: none"> • After reading a variety of informational genre, determine the intent of the author’s purpose in writing. • Study the author’s purpose for writing in the following publications: the book of Lamentations, probably written by Jeremiah (see the <i>Faith Alive</i> Student Bible, CPH, 1995, “Introduction to Lamentation”); Paul’s letter to Philemon; the epistle of Jude; the book of Revelation by the apostle John, <i>Luther’s Small Catechism</i>; recent letter from “Lutheran Hour” speaker, Dr. Dale Meyer; letter from a Concordia Seminary or Concordia Theological Seminary fund-raising effort; the “President’s Page” from a LWML Quarterly; or a recent <i>Focus on the Family</i> newsletter article. <p>Identify cause-and effect relationships in stories.</p> <ul style="list-style-type: none"> • Locate a Bible story that illustrates the breaking or keeping of one of the Ten Commandments. List the causes and effects of these actions.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1C Informational Text Teacher Name: _____ Grade Level: 6	Curricular Area: Language Arts/Unit 1-Reading School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
R.IT.06.01 Analyze the structure, elements, features, style, and purpose of informational genre including research reports, “how-to-articles,” and essays.					
R.IT.06.02 Analyze organizational text patterns including descriptive, chronological sequence, and problem/solution.					
R.IT.06.03 Explain how authors use text features including footnotes, bibliographies, introductions, summaries, conclusions, and appendices to enhance the understanding of central, key and supporting ideas.					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 6

Curricular Area: Language Arts (Reading/Comprehension)

Outcome 1D: The student will be able to make text-to-self and text-to-text connections, synthesize and summarize ideas, and make inferences in grade-level narrative and informational texts.

Grade Level Content Expectations (GLECs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.CM.06.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p>R.CM.06.02 Retell through concise summarization grade-level narrative and informational text.</p> <p>R.CM.06.03 Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p> <p>R.CM.06.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>ELA.1.MS.1 Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.</p> <p>ELA.1.MS.3 Employ multiple strategies to construct meaning, such as generating questions, studying vocabulary, analyzing mood and tone, recognizing how authors use information, generalizing ideas, matching form to content, and developing reference skills.</p> <p>ELA.1.MS.5 Respond to a variety of oral, visual, written, and electronic texts by making connections to their personal lives and the lives of others.</p> <p>ELA.3.MS.3 Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.</p> <p>ELA.3.MS.5 Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood</p>	<p>Describe connections or similarities between Bible characters and their own lives.</p> <ul style="list-style-type: none"> • Prepare a deck of cards, each card consisting of the name of a well-known Bible character. The teacher shuffles the cards and hands the deck to the first student, who chooses one card from anywhere in the deck, shuffles, and passes the deck to the next student, until all students have a card. Students then step one at a time to the front of the line, reveal the Bible character chosen, and tell three things about themselves that are similar to the Bible character. • Students will take turns role-playing, using two telephones as props. One student will play a Bible character. The character is determined by choosing a slip of paper from a box or hat containing numerous slips of paper with one Bible character on each slip. A second student will play himself/herself. The two students will hold a 2-5 minute phone conversation that must include the following: three common things they find out about each other; and a common basis upon which they can pursue a friendship. <p>Write headlines for news stories that summarize the</p>



	<p>and tone, recognizing how authors and speakers use information, and matching form to content.</p> <p>ELA.3.MS.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.</p> <p>ELA.3.MS.8 Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.</p> <p>ELA.5.MS.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit</p> <p>ELA.5.MS.2 Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quests for happiness and service to others.</p> <p>ELA.5.MS.3 Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one's own experience.</p> <p>ELA.5.MS.4 Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.</p> <p>ELA.5.MS.5</p>	<p>main idea.</p> <ul style="list-style-type: none"> • Randomly pass out capital letters to small groups in the class. Students must use the letters they receive to create a headline to a Bible story. • Divide the class into four groups. Each group is assigned one of the four gospels. Each group chooses 10 major events from its assigned Gospel and writes headlines for each of those ten stories. <p>Recognize propaganda techniques in written selections and speeches.</p> <ul style="list-style-type: none"> • Study Genesis 3:1-9 to discover propaganda techniques Satan used in bringing about the fall of the human race. Discuss how Satan uses these same tricks today in his attacks on God's people. (A comparison to Jesus' temptation might also be used I this discussion.) • Discuss how various cults make use of propaganda techniques to lure young people into joining their groups. <p>Preview, skim, and formulate questions on new selections.</p> <ul style="list-style-type: none"> • While completing an assigned reading of an upcoming chapter in the religion textbook, have students make a bookmark. On one side have students outline the main points of the chapter in a formal outline; on the other side have them write questions suggested by the content of that
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	<p>Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.</p> <p>ELA.7.MS.1 Use a combination of strategies when Encountering unfamiliar texts while constructing meaning. Examples include generating questions, studying vocabulary, analyzing mood and tone, recognizing how creators of text use and represent information, and matching form to content.</p> <p>ELA.8.MS.3 Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.</p> <p>ELA.9.MS.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, creativity, and resourcefulness.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p> <p>ELA.10.MS.1 Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.</p>	<p>chapter for which they personally would like an answer.</p>
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	<p>ELA.10.MS.2 Perform the daily functions of a literate individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it in various contexts.</p> <p>ELA.10.MS.3 Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/ community issue or problem.</p> <p>ELA.11.MS.3 Organize, analyze, and synthesize information to draw conclusions and implications based on their investigation of an issue or problem.</p> <p>ELA.12.MS.5 Refine their own standards to evaluate personal and public communications within a responsible and ethical system for the expression of ideas.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1D Comprehension Teacher Name: _____ Grade Level: 6	Curricular Area: Language Arts/ Unit 1-Reading School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectation</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
R.CM.06.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.					
R.CM.06.02 Retell through concise summarization grade-level narrative and informational text.					
R.CM.06.03 Analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.					
R.CM.06.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.					



Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 6

Curricular Area: Language Arts (Reading/Metacognition)

Outcome 1E: The student will be able to use a variety of strategies to self-monitor their own comprehension.

Grade Level Content Expectations (GLECs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.MT.06.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p> <p>R.MT.06.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.</p>	<p>ELA.1.MS.3 Employ multiple strategies to construct meaning, such as generating questions, studying vocabulary, analyzing mood and tone, recognizing how authors use information, generalizing ideas, matching form to content, and developing reference skills.</p> <p>ELA.3.MS.5 Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use information, and matching form to content.</p> <p>ELA.7.MS.2 Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and develop strategies to deal with new communication needs.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p>	<p>Preview, skim and formulate questions on new selections.</p> <ul style="list-style-type: none"> • Distribute a single overhead transparency and a marker to each student in the class. Each is assigned a different page of the religion textbook to read. After reading the specific assignment, each student will write five statements on the transparency, three of which are true statements from the reading, and two that have been adjusted so as to be false. After all transparencies have been turned in, the instructor assigns the entire chapter and uses the overheads as a true/false examination. • While completing an assigned reading of an upcoming chapter in the religion textbook, have students make a bookmark. On one side have students outline the main points of the chapter in a formal outline; on the other side have them write questions suggested by the content of that chapter for which they personally would like an answer.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1E Metacognition Teacher Name: _____ Grade Level: 6	Curricular Area: Language Arts/ Unit 1-Reading				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	School Year: _____ Dates Taught (month/day/initials): _____				
R.MT.06.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.					
R.MT.06.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 6

Curricular Area: Language Arts (Reading/Critical Standards)

Outcome 1F: The student will assess their own writing and the writing of others.

Grade Level Content Expectations (GLECs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.CS.06.01 Compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p>	<p>ELA.7.MS.3 Reflect on their own developing literacy, set learning goals, and evaluate their progress.</p> <p>ELA.12.MS.1 Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations.</p> <p>ELA.12.MS.2 Demonstrate understanding of individual, shared, and academic standards used for different purposes and context.</p> <p>ELA.12.MS.3 Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.</p> <p>ELA.12.MS.4 Create a collection of personal work based on individual, shared, and academic standards, reflecting on the merit of each selection.</p> <p>ELA.12.MS.5 Refine their own standards to evaluate personal and public communications within a responsible and ethical system for the expression of ideas.</p>	<p>Recognize bias or stereotyping in what they read or hear.</p> <ul style="list-style-type: none"> • Discuss the process and motivation behind the practice of stereotyping and how this and other factors might lead to bias (the Jewish bias towards the Samaritans and Jesus’ parable of the Good Samaritan). Lead to a discussion of modern biases against ethnic groups, religious groups, schools, clubs and organizations, etc. The instructor would do well to have examples from newspapers, magazines, radio, and/or television. • Use newspaper, magazines, radio and television news programs and other media sources to find examples of actual media bias and stereotyping related to the Christian church or Christians.



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1F Critical Standards Teacher Name: _____ Grade Level: 6	Curricular Area: Language Arts/ Unit 1-Reading School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
R.CS.06.01 Compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 6

Curricular Area: Language Arts (Reading/Reading Attitude)

Outcome 1G: The student will develop an enthusiasm for reading and will engage in a substantial amount of independent reading and writing.

Grade Level Content Expectations (GLECs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.AT.06.01 Be enthusiastic about reading and do substantial reading and writing on their own.</p>	<p>ELA.1.MS.1 Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.</p> <p>ELA.3.MS.8 Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.</p>	<p>Choose to read books in leisure time which are age appropriate and ability appropriate.</p> <p>Step 1: The teacher inspires students to search school and public libraries for a favorite book they would like to read and on which they will write a book report.</p> <p>Step 2: The book must be presented to the instructor for approval based on age and ability appropriateness.</p> <p>Step 3: Students are given 2-3 weeks to read the book, utilizing some class time for silent, individual reading, and expecting the remaining reading to be completed as homework.</p> <p>Step 4: Students write a two-page report that includes a heading with title and author, a brief summary of the plot, a brief description of main characters, the main conflict of the book, the resolution, conclusion, and ending of the story.</p> <p>Step 5: Students prepare a 3-5 minute oral book review to present to the class. The reader shares the name and author of the book, a brief summary of the story, the reader’s favorite character in the story and why, and a theme in the book that could help a Christian reader actually witness to his/her faith.</p>



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1G Reading Attitude Teacher Name: _____ Grade Level: 6	Curricular Area: Language Arts/ Unit 1-Reading School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
R.AT.06.01 Be enthusiastic about reading and do substantial reading and writing on their own.					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 6

Curricular Area: Language Arts (Writing/Writing Genre)

Outcome 2A: The student will write a variety of narrative genres and explore the research process.

Grade Level Content Expectations (GLECs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.GN.06.01 Write a cohesive narrative piece such as a personal narrative, adventure, tall tale, folktale, fantasy, or poetry that includes appropriate conventions to the genre, employing elements of characterization for major and minor characters; internal and/or external conflict; and issues of plot, theme, and imagery.</p> <p>W.GN.06.02 Write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas.</p> <p>W.GN.06.03 Formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a final presented project using the writing process.</p>	<p>ELA.2.MS.1 Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, and poetry.</p> <p>ELA.3.MS.1 Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on career exploration.</p> <p>ELA.3.MS.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.</p> <p>ELA.4.MS.5 Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.</p> <p>ELA.5.MS.1</p>	<p>Write creative stories of four to six paragraphs.</p> <ul style="list-style-type: none"> • Write stories with a Gospel application based on the 5-W method: who, where, when, what, why. In a five-paragraph story, create a sixth-grade character that is described in the first paragraph (who), set the scene for the story in the second paragraph (where), tell the timetable for the story in the third paragraph (when), then tell what happened—the content of the story in the fourth paragraph. The lesson of the story (why) will be written in the fifth paragraph. • Choose any one of the 11 apostles and write a first-person account of his impressions and ideas in the days immediately following Jesus’ ascension. • Read the story in 1 Kings 21:1-29. Write a story about a Christian sixth-grader who is persuaded by a friend to shoplift. Include the consequences and the lesson learned. • Use simple story starters to motivate students to write six-paragraph stories: (Your best friend is a big gossip and you want to put a stop to it...) <p>Write limericks and Haiku according to established</p>



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	<p>Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit</p> <p>ELA.5.MS.2 Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quests for happiness and service to others.</p> <p>ELA.5.MS.3 Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one's own experience.</p> <p>ELA.5.MS.4 Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.</p> <p>ELA.5.MS.5 Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.</p> <p>ELA.7.MS.4 Demonstrate a variety of strategies for planning, drafting, revising, and editing several different forms of texts for specific purposes. Examples include persuading a particular audience to take action and capturing feelings through poetry.</p> <p>ELA.8.MS.2</p>	<p>patterns.</p> <ul style="list-style-type: none"> • Through Haiku, have students express what Jesus has done for them or means to them. Example: <i>Hanging on a cross</i> <i>The Son of God bleeds and dies</i> <i>My sins disappear</i> • Sponsor a limerick contest and encourage each student to write 1-3 entries. Bring in the principal, another teacher in the school, a parent, and two older students to serve as a panel of judges. <p>Speak or write for a particular purpose: seek information, give directions, explain, give information, express feelings or opinions, persuade, request, comply with social amenities, provide entertainment, pleasure, or comfort.</p> <ul style="list-style-type: none"> • Have students answer a letter from a friend at summer camp who is asking what it means to be a Christian, how someone becomes a Christian, and what one has to do once one becomes a Christian. • Have students choose a controversial topic and write an editorial or 3-5 minute speech to persuade the rest of the class to accept his or her views, opinion, or course of action. • Write a letter of comfort and concern to a friend who has just lost a parent to an illness or accident. • Write a report or deliver a speech on the most important manners a Christian should use when dealing with others. • Plan and conduct interviews using a list of
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	<p>Describe and use characteristics of various narrative genre and elements of narrative technique to convey ideas and perspectives. Examples include foreshadowing and flashback in poetry, science fiction, short stories, and novels.</p> <p>ELA.8.MS.3 Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.</p> <p>ELA.8.MS.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multidimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.</p> <p>ELA.8.MS.5 Explain how the characteristics of various oral, visual, and written texts (e.g., videos, hypertext, glossaries, textbooks, and speeches) and the textual aids they employ (e.g., subheadings/titles, charts, and indexes) are used to convey meaning.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p> <p>ELA.9.3.MS.3 Develop a thesis using key concepts, supporting evidence, and logical argument.</p>	<p>prepared questions and report on them using an established format.</p> <ul style="list-style-type: none"> • Write a short story with a religious theme, incorporating 3-5 examples of symbolism.
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	<p>ELA.10.MS.3 Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/ community issue or problem.</p> <p>ELA.11.MS.1 Generate questions about important issues that affect them or topics about which they are curious; narrow the questions to a clear focus; and create a thesis or a hypothesis.</p> <p>ELA.11.MS.2 Explain and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CDROM/ laser disks, electronic mail, and library catalogue databases.</p> <p>ELA.11.MS.3 Organize, analyze, and synthesize information to draw conclusions and implications based on their investigation of an issue or problem.</p> <p>ELA.11.MS.4 Use different means of developing and presenting conclusions based on the investigation of an issue or problem to an identified audience. Examples include election ballots, hypertext, and magazines and booklets including graphics.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2A Writing Genre Teacher Name: _____ Grade Level: 6	Curricular Area: Language Arts/ Unit 2-Writing				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	School Year: _____				
W.GN.06.01 Write a cohesive narrative piece such as a personal narrative, adventure, tall tale, folktale, fantasy, or poetry that includes appropriate conventions to the genre, employing elements of characterization for major and minor character; internal and/or external conflict; and issues of plot, theme, and imagery.					
W.GN.06.02 Write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas.					
W.GN.06.03 Formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a final presented project using the writing process.					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 6

Curricular Area: Language Arts (Writing/Writing Process)

Outcome 2B: The student will identify the focus and purpose for their writing and will use pre-writing, writing, revision, and editing strategies to organize both narrative and informational compositions.

Grade Level Content Expectations (GLECs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.PR.06.01 Set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.06.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational writing (e.g., problem/solution or sequence).</p> <p>W.PR.06.03 Revise drafts for clarity, coherence, and consistency in content, voice, and genre characteristics with audience and purpose in mind.</p> <p>W.PR.06.04 Draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g., word choice, level of formality, and use of example) when writing compositions.</p> <p>W.PR.06.05 Proofread and edit writing using grade-level</p>	<p>ELA.2.MS.2 Recognize and use authors' techniques that convey meaning and build empathy with readers when composing their own texts. Examples include appeals to reason and emotion, use of figurative language, and grammatical conventions which assist audience comprehension.</p> <p>ELA.2.MS.3 Plan and draft texts, and revise and edit their own writing, and help others revise and edit their texts in such areas as content, perspective, and effect.</p> <p>ELA.2.MS.4 Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling.</p> <p>ELA.3.MS.2 Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver’s response.</p> <p>ELA.3.MS.7 Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include</p>	<p>Speak or write for a particular purpose: seek information, give directions, explain, give information, express feelings or opinions, persuade, request, comply with social amenities, provide entertainment, pleasure, or comfort.</p> <ul style="list-style-type: none"> • Have students answer a letter from a friend at summer camp who is asking what it means to be a Christian, how someone becomes a Christian, and what one has to do once one becomes a Christian. • Have students design a questionnaire to be completed by a pastor, director of Christian education, principal, or teacher in your church and school. Questions should focus on place of birth, childhood experiences, educational background, decision to enter professional church work, places served, major events in life, future goals and dreams. The questionnaire might be written or used in an oral interview. • Write a pen pal in another Christian school somewhere else in the United States. Include a list of questions that seek to discover specific facts about that school. • Draw a map with written directions



<p>checklists and other appropriate resources both individually and in groups.</p>	<p>identification with characters and multiple points of view.</p> <p>ELA.4.MS.4 Demonstrate how communication is affected by connotation and denotation and why one particular word is more effective or appropriate than others in a given context.</p> <p>ELA.4.MS.5 Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.</p> <p>ELA.7.MS.4 Demonstrate a variety of strategies for planning, drafting, revising, and editing several different forms of texts for specific purposes. Examples include persuading a particular audience to take action and capturing feelings through poetry.</p> <p>ELA.8.MS.1 Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety in sentence structure, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as previews and reviews.</p> <p>ELA.8.MS.3 Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays)</p>	<p>explaining how to get from their homes to the church or school.</p> <ul style="list-style-type: none"> • Have students prepare written directions on how to assemble something or build something. • Have students choose a controversial topic and write an editorial or 3-5 minute speech to persuade the rest of the class to accept his or her views, opinion, or course of action. • Write a letter of comfort and concern to a friend who has just lost a parent to an illness or accident. • Write a report or deliver a speech on the most important manners a Christian should know and use when dealing with others. • Write a humorous speech or monologue to provide entertainment to the class. • Assign a prose section of Scripture (Genesis 3; Judges 3:12-30; 2 Samuel 11:1-12:24; 1 Kings 18:16-46; Jonah; John 11:1-45; Acts 5:1-11; Acts 9:1-19; Acts 27:1-28:16) and have students write a poem from the content of the prose. Actual key words from the prose section should be retained in the poem.
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	<p>and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.</p> <p>ELA.8.MS.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multidimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p> <p>ELA.11.MS.2 Explain and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CDROM/laser disks, electronic mail, and library catalogue databases.</p> <p>ELA.12.MS.1 Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2B Writing Process Teacher Name: _____ Grade Level: 6	Curricular Area: Language Arts/ Unit 2-Writing School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
W.PR.06.01 Set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.					
W.PR.06.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop a plot that includes major and minor character, builds climax, and uses dialogue to enhance a theme) and informational writing (e.g., problem/solution or sequence).					
W.PR.06.03 Revise drafts for clarity, coherence, and consistency in content, voice, and genre characteristics with audience and purpose in mind.					
W.PR.06.04 Draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g., word choice, level of formality, and use of example) when writing compositions.					
W.PR.06.05 Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 6

Curricular Area: Language Arts (Writing/Personal Style)

Outcome 2C: The student will develop a personal style and voice in writing.

Grade Level Content Expectations (GLECs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.PS.06.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>	<p>ELA.2.MS.2 Recognize and use authors' techniques that convey meaning and build empathy with readers when composing their own texts. Examples include appeals to reason and emotion, use of figurative language, and grammatical conventions which assist audience comprehension.</p> <p>ELA.3.MS.2 Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver's response.</p> <p>ELA.3.MS.3 Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.</p> <p>ELA.3.MS.7 Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include identification with characters and multiple points of view.</p> <p>ELA.4.MS.5 Recognize and use levels of discourse appropriate</p>	<p>Students will write to express feelings or opinions.</p> <ul style="list-style-type: none"> • Provide several topics on 3x5 inch cards. Students choose topics and write a 3-5 minute speech sharing their opinion and beliefs about the topic chosen. Possible topics include the following: the best way for a Christian to make friends; how a Christian should choose music to listen to and buy; how a Christian should choose a spouse; what advice to give to a friend whose parents are divorcing; what the minimum age for dating should be; how to deal with peer pressure; how to help have a happy family; how to deal with the loss of a loved one who dies; how to make tough decisions. • Write a letter of comfort and concern to a friend who has just lost a grandparent. • Write a letter explaining what it means to be a Christian. • Write creative stories of four to six paragraphs



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	<p>for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.</p> <p>ELA.6.MS.2 Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audiences.</p> <p>ELA.8.MS.3 Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.</p> <p>ELA.8.MS.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multidimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.</p> <p>ELA.10.MS.3 Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/ community issue or problem.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2C Personal Style Teacher Name: _____ Grade Level: 6	Curricular Area: Language Arts/ Unit 2-Writing School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
W.PS.06.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 6

Curricular Area: Language Arts (Writing/Grammar and Usage)

Outcome 2D: The student will write with correct style conventions and grammatical structure.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.GR.06.01 In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.</p>	<p>ELA.2.MS.4 Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling.</p> <p>ELA.8.MS.1 Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety in sentence structure, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as previews and reviews.</p>	<p>Explore the effectiveness of different placements of subordinate clauses in complex sentences and defend their choices</p> <ul style="list-style-type: none"> • Have students skim the Scriptures to find examples of subordinate clauses in the Bible. Begin with Proverbs and Paul’s epistles. <p>Punctuate written compositions appropriately.</p> <ul style="list-style-type: none"> • Use resources such as <i>My Devotions</i>, Sunday School lessons, and worship guides to locate all punctuation marks used. Students circle all punctuation marks used, taking note of how each mark is used. • Students find examples from the Bible of sections that make use of at least four different kinds of punctuation, type those sections on a computer keyboard, paying close attention to accurately duplicating the punctuation marks. • Have each student write a one-page story about a sixth-grader who faces temptation under some kind of peer pressure. All punctuation marks should be omitted from the paper! Papers will be exchanged between class members, and punctuation marks will then be filled in. After being returned to its author, the paper is proofread by the author.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

<p>2D Grammar & Usage</p> <p>Teacher Name: _____</p> <p>Grade Level: 6</p>	<p>Curricular Area: Language Arts/ Unit 2-Writing</p> <p>School Year:</p>				
<p>Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</p>	<p>Dates Taught (month/day/initials):</p>				
<p>W.GR.06.01 In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.</p>					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 6
Curricular Area: Language Arts (Writing/Spelling)

Outcome 2E: The student will write with correct spelling conventions.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.SP.06.01 In the context of writing, correctly spell frequently encountered and frequently misspelled words.</p>	<p>ELA.2.MS.4 Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling.</p> <p>ELA.8.MS.1 Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety in sentence structure, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as previews and reviews.</p>	<p>Correctly spell the words they use when they revise their writing.</p> <ul style="list-style-type: none"> Students each offer words from their own assignments—reading and writing—that they have trouble learning to spell. Once this master list of spelling words is constructed, divide the class into two teams (home team and visiting team), and designate one corner of the room as home plate. The remaining three corners then form first, second, and third bases. The first student (hitter) on the visiting team, steps to the board, receives a spelling word from the instructor, and must pronounce and spell the word correctly in order to score a base hit, and make it to first base. Failure to pronounce correctly and/or spell correctly is recorded as an out. The game consists only of singles—it takes a fourth hit before a run can be scored. Three outs bring the home team to bat. Incorporate theological and biblical words into the regular spelling lists or even invite students to nominate certain words from the religion class to be included on spelling lists.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2E Spelling Teacher Name: _____ Grade Level: 6	Curricular Area: Language Arts/ Unit 2-Writing				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	School Year: _____ Dates Taught (month/day/initials): _____				
W.SP.06.01 In the context of writing, correctly spell frequently encountered and frequently misspelled words.					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 6

Curricular Area: Language Arts (Writing/Handwriting)

Outcome 2F: The student will write legibly.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
W.HW.06.01 Write neat and legible compositions.	ELA.2.MS.4 Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling. ELA.3.MS.2 Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver’s response.	



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2F Handwriting Teacher Name: _____ Grade Level: 6	Curricular Area: Language Arts/ Unit 2-Writing School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
W.HW.06.01 Write neat and legible compositions.					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 6

Curricular Area: Language Arts (Writing/Writing Attitude)

Outcome 2G: The student will develop an enthusiasm for writing.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.AT.06.01 Be enthusiastic about writing and learning to write.</p>	<p>ELA.2.MS.1 Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, and poetry.</p> <p>ELA.12.MS.4 Create a collection of personal work based on individual, shared, and academic standards, reflecting on the merit of each selection.</p>	<ul style="list-style-type: none"> • Write limericks and Haiku according to established patterns. • Through Haiku, have students express what Jesus has done for them. • Sponsor a limerick contest. • Write creative stories. • Keep a prayer journal or diary. • Write a Christian testimony.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2G Attitude Teacher Name: _____ Grade Level: 6	Curricular Area: Language Arts/ Unit 2-Writing				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	School Year:				
W.AT.06.01 Be enthusiastic about writing and learning to write.	Dates Taught (month/day/initials):				



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 6

Curricular Area: Language Arts (Speaking/Conventions)

Outcome 3A: The student will communicate effectively for a variety of purposes and audiences, using common grammatical structures correctly.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>S.CN.06.01 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by asking and responding to questions and remarks to engage the audience when presenting.</p> <p>S.CN.06.02 Speak effectively using rhyme, rhythm, cadence, and word play for effect in narrative and informational presentations.</p> <p>S.CN.06.03 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p>	<p>ELA.3.MS.2 Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver’s response.</p> <p>ELA.3.MS.3 Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.</p> <p>ELA.3.MS.4 Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering inflection, volume, and rate, using evidence, and reasoning.</p> <p>ELA.4.MS.2 Investigate the origins of language patterns and vocabularies and their impact on meaning in formal and informal situations. An example is comparing language in a business letter to language in a friendly letter.</p> <p>ELA.4.MS.4 Demonstrate how communication is affected by connotation and denotation and why one particular</p>	<p>Use personal language appropriate to the occasion, content, and audience.</p> <ul style="list-style-type: none"> • Videotape programs that utilize a conversational mode (religious broadcasting, where interviews are being conducted, local community programming, etc.) and have the class analyze the use and misuse of conversational techniques. Point out inappropriate language and discuss its consequences and negative impact on the conversation. • Each student prepares a 3-5 minute informal presentation on a topic of his/her choice. At the time the student delivers this presentation to the whole class, the instructor assigns a specific audience: preschoolers and kindergartners; peer group; high school students; adults about the age of parents; residents of a nursing home; and unbelievers. The presentation is adjusted to fit the audience. <p>Use volume, pitch, rate, and tone appropriate to the audience and the occasion along with suitable gestures and facial expression while making verbal presentations.</p>



	<p>word is more effective or appropriate than others in a given context.</p> <p>ELA.6.MS.1 Analyze their use of elements of effective communication that impact their relationships in their schools, families, and communities. Examples include use of pauses, suspense, and elaboration.</p> <p>ELA.6.MS.2 Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audiences.</p> <p>ELA.8.MS.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multidimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.</p> <p>ELA.12.MS.1 Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations.</p>	<ul style="list-style-type: none"> • Each student will select a Psalm (minimum 20 verses), a speech made by a prophet or an apostle (minimum 20 verses), or a narrative section (minimum 30 verses) and prepare to read the selection using changes in volume, pitch, rate, and tone according to the content of the text. The text should be photocopied so that students may mark key words and phrases where these techniques can be used. When the instructor has evaluated this script, students will perform their reading in front of the class with attention to proper gestures and facial expression and will be videotaped for a later evaluation. • Members of the class will pretend to be King Solomon’s personal speech-writing crew, and work through the book of Ecclesiastes. After each section they are to stop and discuss the mood of that portion, designating volume, pitch, rate, and tone appropriate for a public reading by the king!
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3A Conventions Teacher Name: _____ Grade Level: 6	Curricular Area: Language Arts/ Unit 3-Speaking				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	School Year: _____				
	Dates Taught (month/day/initials): _____				
S.CN.06.01 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by asking and responding to questions and remarks to engage the audience when presenting.					
S.CN.06.02 Speak effectively using rhyme, rhythm, cadence, and word play for effect in narrative and informational presentations.					
S.CN.06.03 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 6

Curricular Area: Language Arts (Speaking/Discourse)

Outcome 3B: The student will engage in interactive, extended discourse; respond to multiple text types; discuss written narratives that feature a variety of literary and plot devices, and present a focused informational presentation.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>S.DS.06.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p>S.DS.06.02 Respond to multiple text types in order to compare/contrast ideas, form, and style; to evaluate quality; take a stand and support an issue; and to identify personally with a universal theme.</p> <p>S.DS.06.03 Discuss written narratives with a variety of literary and plot devices (e.g., established context plot, point of view, sensory details, dialogue, and suspense).</p> <p>S.DS.06.04 Plan and deliver a focused and coherent informational presentation using an informational organizational pattern (e.g., problem/solution, sequence); select a focus question to address and organize the message to ensure that it matches the intent and the audience to which it will be delivered.</p>	<p>ELA.1.MS.1 Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.</p> <p>ELA.1.MS.5 Respond to a variety of oral, visual, written, and electronic texts by making connections to their personal lives and the lives of others.</p> <p>ELA.3.MS.1 Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on career exploration.</p> <p>ELA.3.MS.2 Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver’s response.</p> <p>ELA.3.MS.3 Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.</p> <p>ELA.3.MS.4</p>	<p>Recognize bias or stereotyping in what they read or hear.</p> <ul style="list-style-type: none"> • Discuss the process and motivation behind the practice of stereotyping and how this and other factors might lead to bias (the Jewish bias towards the Samaritans and Jesus’ parable of the Good Samaritan). Lead to a discussion of modern biases against ethnic groups, religious groups, schools, clubs and organizations, etc. The instructor would do well to have examples from newspapers, magazines, radio, and/or television. • Discuss how various cults make use of propaganda techniques to lure young people into joining their groups. • Study Genesis 3:1-9 to discover propaganda techniques Satan used in bringing about the fall of the human race. Discuss how Satan uses these same tricks today in his attacks on God’s people. (A comparison to Jesus’ temptation might also be used in this discussion.) <p>Students will write to express feelings or opinions.</p>



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	<p>Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering inflection, volume, and rate, using evidence, and reasoning.</p> <p>ELA.3.MS.5 Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use information, and matching form to content.</p> <p>ELA.3.MS.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.</p> <p>ELA.3.MS.8 Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.</p> <p>ELA.4.MS.5 Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.</p> <p>ELA.5.MS.1</p>	<ul style="list-style-type: none"> • Provide several topics on 3x5 inch cards. Students choose topics and write a 3-5 minute speech sharing their opinion and beliefs about the topic chosen. Possible topics include the following: the best way for a Christian to make friends; how a Christian should choose music to listen to and buy; how a Christian should choose a spouse; what advice to give to a friend whose parents are divorcing; what the minimum age for dating should be; how to deal with peer pressure; how to help have a happy family; how to deal with the loss of a loved one who dies; how to make tough decisions. <p>A servant event could be organized in which the class visits a nursing home or retirement center and students pursue individual conversations with the residents.</p> <p>Use personal language appropriate to the occasion, content, and audience.</p> <ul style="list-style-type: none"> • Videotape programs that utilize a conversational mode (religious broadcasting, where interviews are being conducted, local community programming, etc.) and have the class analyze the use and misuse of conversational techniques. Point out inappropriate language and discuss its consequences and negative impact on the conversation. • Each student prepares a 3-5 minute informal presentation on a topic of his/her
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	<p>Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit</p> <p>ELA.5.MS.2 Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quests for happiness and service to others.</p> <p>ELA.5.MS.3 Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one's own experience.</p> <p>ELA.5.MS.4 Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.</p> <p>ELA.5.MS.5 Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.</p> <p>ELA.6.MS.2 Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audiences.</p> <p>ELA.6.MS.4 Document and enhance a developing voice through multiple media. Examples include reflections for</p>	<p>choice. At the time the student delivers this presentation to the whole class, the instructor assigns a specific audience: preschoolers and kindergartners; peer group; high school students; adults about the age of parents; residents of a nursing home; and unbelievers. The presentation is adjusted to fit the audience.</p>
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	<p>their portfolios, audio and video tapes, and submissions for publications.</p> <p>ELA.8.MS.3 Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.</p> <p>ELA.8.MS.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multidimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.</p> <p>ELA.9.MS.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, creativity, and resourcefulness.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p> <p>ELA.9.MS.3 Develop a thesis using key concepts, supporting evidence, and logical argument.</p> <p>ELA.10.MS.1 Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.</p>	
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	<p>ELA.10.MS.2 Perform the daily functions of a literate individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it in various contexts.</p> <p>ELA.10.MS.3 Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/ community issue or problem.</p> <p>ELA.11.MS.2 Explain and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CDROM/laser disks, electronic mail, and library catalogue databases.</p> <p>ELA.11.MS.4 Use different means of developing and presenting conclusions based on the investigation of an issue or problem to an identified audience. Examples include election ballots, hypertext, and magazines and booklets including graphics.</p> <p>ELA.12.MS.3 Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.</p>	
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	<p>ELA.12.MS.5 Refine their own standards to evaluate personal and public communications within a responsible and ethical system for the expression of ideas.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3B Discourse Teacher Name: _____ Grade Level: 6	Curricular Area: Language Arts/ Unit 3-Speaking				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	School Year:				
S.DS.06.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.	Dates Taught (month/day/initials):				
S.DS.06.02 Respond to multiple text types in order to compare/contrast ideas, form, and style; to evaluate quality; take a stand and support an issue; and to identify personally with a universal theme.					
S.DS.06.03 Discuss written narratives with a variety of literary and plot devices (e.g., established context plot, point of view, sensory details, dialogue, and suspense).					



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3B Discourse—cont. Teacher Name: _____ Grade Level: 6	Curricular Area: Language Arts/ Unit 3-Speaking				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	School Year:				
S.DS.06.04 Plan and deliver a focused and coherent informational presentation using an informational organizational pattern (e.g., problem/solution, sequence); select a focus question to address and organize the message to ensure that it matches the intent and the audience to which it will be delivered.	Dates Taught (month/day/initials):				



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 6

Curricular Area: Language Arts (Listening & Viewing/Conventions)

Outcome 4A: The student will listen and view speeches and presentations critically, using appropriate social skills and audience behaviors.

Grade Level Content Expectations (GLECs)	Michigan Benchmarks	Teaching the Faith Activities
<p>L.CN.06.01 Respond to, evaluate, and analyze the speaker’s effectiveness and content when listening to or viewing a variety of speeches and presentations..</p> <p>L.CN.06.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.</p>	<p>ELA.3.MS.2 Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver’s response.</p> <p>ELA.3.MS.3 Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.</p> <p>ELA.3.MS.4 Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering inflection, volume, and rate, using evidence, and reasoning.</p> <p>ELA.3.MS.8 Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.</p> <p>ELA.4.MS.2 Investigate the origins of language patterns and vocabularies and their impact on meaning in formal and informal situations. An example is comparing language in a business letter to language in a</p>	<p>Use critical thinking skills in analyzing and discussing television programs as to their subject matter, nature of advertisements, and non-Christian elements.</p> <ul style="list-style-type: none"> • Distribute program logs on which each student must record the name of each television program watched in a one-week period (column 1) and list the product and technique used in at least one commercial per television program watched (column 2). A second tally sheet should also be distributed, on which students simply make a mark for each time they see or hear a non-Christian element in the programs or commercials. This activity is a preparatory step to the lesson below. • The class will assemble a poster board that includes a continuum of all television programs watched by the class, from those shows most frequently watched to those least frequently watched; the top three for the least non-Christian content; the top three for most non-Christian content; favorite commercials; least favorite commercials. • Discuss the abundance of non-Christian elements in today’s television market and



	<p>friendly letter.</p> <p>ELA.4.MS.1 Compare and contrast spoken, written, and visual language patterns used in their communication contexts, such as community activities, discussions, mathematics and science classes, and the workplace.</p> <p>ELA.4.MS.5 Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.</p> <p>ELA.5.MS.5 Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.</p> <p>ELA.6.MS.3 Compare and contrast the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p> <p>ELA.8.MS.3 Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links,</p>	<p>the proper Christian responses to this situation.</p> <ul style="list-style-type: none"> • Divide into small groups o 3-4 students each, and have each group create a Christian Family Television Network for which they write an entire week program log (a TV guide). Current shows and reruns may be utilized, as well as creation of new shows (for which a brief description of characters, etc., should be provided).
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	<p>and central purposes) to convey ideas.</p> <p>ELA.9.MS.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, creativity, and resourcefulness.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p> <p>ELA.9.MS.3 Develop a thesis using key concepts, supporting evidence, and logical argument.</p> <p>ELA.10.MS.3 Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/ community issue or problem.</p> <p>ELA.12.MS.1 Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations.</p> <p>ELA.12.MS.2 Demonstrate understanding of individual, shared, and academic standards used for different purposes</p>	
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	and context. ELA.12.MS.3 Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4A Conventions Teacher Name: _____ Grade Level: 6	Curricular Area: Language Arts/ Unit 4-Listening & Viewing				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	School Year:				
L.CN.06.01 Respond to, evaluate, and analyze the speaker’s effectiveness and content when listening to or viewing a variety of speeches and presentations.					
L.CN.06.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 6

Curricular Area: Language Arts (Listening & Viewing/Response)

Outcome 4B: As listeners and viewers, students will employ a variety of strategies such as questioning, note-taking, evaluating a speaker’s verbal and nonverbal communication, and identifying persuasive and propaganda techniques.

Grade Level Content Expectations (GLECs)	Michigan Benchmarks	Teaching the Faith Activities
<p>L.RP.06.01 Listen to or view knowledgeably a variety of genre to summarize, take notes on key points, and ask clarifying questions.</p> <p>L.RP.06.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>L.RP.06.03 Identify a speaker’s affective communication expressed through tone, mood, emotional cues.</p> <p>L.RP.06.04 Relate a speaker’s verbal communications (e.g., tone of voice) to the non-verbal message communicated (e.g., eye contact, posture, and gestures).</p> <p>L.RP.06.05 Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and</p>	<p>ELA.1.MS.5 Respond to a variety of oral, visual, written, and electronic texts by making connections to their personal lives and the lives of others.</p> <p>ELA.2.MS.1 Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, and poetry.</p> <p>ELA.3.MS.1 Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on career exploration.</p> <p>ELA.3.MS.2 Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver’s response.</p> <p>ELA.3.MS.3 Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.</p> <p>ELA.3.MS.4</p>	<p>Use volume, pitch, rate, and tone appropriate to the audience and the occasion along with suitable gestures and facial expression while making verbal presentations.</p> <ul style="list-style-type: none"> • Each student will select a Psalm (minimum 20 verses), a speech made by a prophet or an apostle (minimum 20 verses), or a narrative section (minimum 30 verses) and prepare to read the selection using changes in volume, pitch, rate, and tone according to the content of the text. The text should be photocopied so that students may mark key words and phrases where these techniques can be used. When the instructor has evaluated this script, students will perform their reading in front of the class with attention to proper gestures and facial expression and will be videotaped for a later evaluation. • Members of the class will pretend to be King Solomon’s personal speech-writing crew, and work through the book of Ecclesiastes. After each section they are to stop and discuss the mood of that portion, designating volume, pitch, rate, and tone appropriate for a public reading



<p>universal themes.</p> <p>L.RP.06.06 Respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation.</p> <p>L.RP.06.07 Identify persuasive and propaganda techniques used in television, and identify false and misleading information.</p>	<p>Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering inflection, volume, and rate, using evidence, and reasoning.</p> <p>ELA.3.MS.5 Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use information, and matching form to content.</p> <p>ELA.3.MS.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.</p> <p>ELA.3.MS.8 Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.</p> <p>ELA.4.MS.5 Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.</p> <p>ELA.5.MS.1 Select, read, listen to, view, and respond</p>	<p>by the king!</p> <p>Recognize bias or stereotyping in what they read or hear.</p> <ul style="list-style-type: none"> • Discuss the process and motivation behind the practice of stereotyping and how this and other factors might lead to bias (the Jewish bias towards the Samaritans and Jesus’ parable of the Good Samaritan). Lead to a discussion of modern biases against ethnic groups, religious groups, schools, clubs and organizations, etc. The instructor would do well to have examples from newspapers, magazines, radio, and/or television. • Discuss how various cults make use of propaganda techniques to lure young people into joining their groups. • Study Genesis 3:1-9 to discover propaganda techniques Satan used in bringing about the fall of the human race. Discuss how Satan uses these same tricks today in his attacks on God’s people. (A comparison to Jesus’ temptation might also be used I this discussion.) <p>Students may be assigned to search newspaper, magazines, pamphlets, etc., for one or more of the following propaganda techniques and evaluate its morality:</p> <ul style="list-style-type: none"> • <i>Majority Rules</i>—attempts to persuade that one’s view is the prevailing view by using statistics. • <i>Moral Right</i>—attempts to convince
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	<p>thoughtfully to both classic and contemporary texts recognized for quality and literary merit</p> <p>ELA.5.MS.2 Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quests for happiness and service to others.</p> <p>ELA.5.MS.3 Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one's own experience.</p> <p>ELA.5.MS.4 Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.</p> <p>ELA.5.MS.5 Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.</p> <p>ELA.6.MS.3 Compare and contrast the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p> <p>ELA.8.MS.3 Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays)</p>	<p>everyone one's view is correct or one's proposed action the best because it is the morally right thing to do</p> <ul style="list-style-type: none"> • <i>Pleasure Principle</i>—appeals to the human sense of pleasure or desire to convince others to accept one's view, join the cause, or buy the product. • <i>Scare Tactics</i>—appeals to the fears of a group • <i>Rumor</i>—selection of certain words or symbols to create favorable or unfavorable impressions and opinions among people. • <i>Deliberate Distortion of Facts by Omission of Certain Data</i>—selecting of data so as to present a picture that distorts the facts, or adding misleading or false data. • <i>Testimonial</i>—a famous person endorses a belief, course of action, or product. • <i>Bandwagon</i>—everybody's doing it or using it—a peer-pressure argument used to persuade • <i>Amazing Promises</i>—unbelievable results are promised if a course of action is taken or a product purchased. • <i>Mud-slinging</i>—whether true or not, if one throws enough mud, some is sure to stick!
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	<p>and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.</p> <p>ELA.9.MS.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, creativity, and resourcefulness.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p> <p>ELA.9.MS.3 Develop a thesis using key concepts, supporting evidence, and logical argument.</p> <p>ELA.10.MS.1 Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.</p> <p>ELA.10.MS.2 Perform the daily functions of a literate individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it in various contexts.</p> <p>ELA.10.MS.3 Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/ community issue</p>	
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	<p>or problem.</p> <p>ELA.12.MS.3 Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.</p> <p>ELA.12.MS.5 Refine their own standards to evaluate personal and public communications within a responsible and ethical system for the expression of ideas.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4B Response Teacher Name: _____ Grade Level: 6	Curricular Area: Language Arts/Unit 4-Listening & Viewing				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	School Year: _____ Dates Taught (month/day/initials): _____				
LRP.06.01 Listen to or view knowledgeably and discuss a variety of genre to summarize, take notes on key points, and ask clarifying questions.					
LRP.06.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.					
L.RP.06.03 Identify a speaker’s affective communication expressed through tone, mood, emotional cues.					
L.RP.06.04 Relate a speaker’s verbal communications (e.g., tone of voice) to the non-verbal message communicated (e.g., eye contact, posture, and gestures).					



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