

## **English/Language Arts Sixth Grade**

### **Program Goal:**

Recognizing the differences in learning styles and ability levels, educators will teach all students to be able to communicate effectively, through reading, writing, speaking and listening. All students will learn language arts skills that allow them to continue learning through their lifetimes. Through a faith-based education, all students will learn to appreciate (value) diversity that is reflected in a variety of cultures and life experiences as they have to do with written and oral communication.

### **Grade Level Goal:**

#### **Reading:**

Learners will become independent, enthusiastic readers who explore diverse literary forms. Learners will employ critical reading skills to recognize how character and plot are developed, to formulate and justify opinions about text, and to extract and organize information.

#### **Writing:**

All learners will use written language on a daily basis as a tool for sharing information and knowledge, for influencing and persuading, and for creating and entertaining.

#### **Oral Communication:**

All learners will communicate effectively and respectfully in a variety of settings and oral activities. Learners will continue to improve their speaking and listening skills through both verbal and nonverbal communication and to present information confidently.

## **Content Criteria:**

### **Reading – Word Study**

- The learner will review, acquire and apply decoding strategies to construct and identify unknown words.
- The learner will routinely determine the meaning of words and phrases in context using a variety of strategies and resources.
- The learner will use structural, semantic and syntactic cues to recognize, decode and understand words in context.

### **Reading – Comprehension**

- The learner will construct and analyze sequence of events in grade level appropriate fiction and non-fiction text.
- The learner will relate personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses.
- The learner will use critical reading skills to draw objective and subjective conclusions, to make inferences, and to identify the author's intended purposes through individual, group or self-assessment.
- The learner will identify and examine the characteristics of a variety of literary genres, fiction and non-fiction.
- The learner will identify and discuss orally and in written form an author's style and craft.
- The learner will research and compare similarities and differences in the information found in a variety of sources about the same topic.
- The learner will read independently across the various genres.
- The learner will read grade-level material at appropriate speed and understanding with progressively challenging text.
- The learner will read aloud with expression, proper phrasing, projections and fluency.

### **Reading - Cultural Awareness**

- The learner will analyze how characters, communities, and cultures reflect life in literature.
- The learner will identify and relate the key themes of Catholic Social teaching and tradition in literature.
- The learner will experience a variety of multi-cultural authors and themes in literatures.

### **Writing - Spelling**

- The learner will spell high frequency and cross curriculum words.
- The learner will utilize previously learned strategies to correctly spell unfamiliar words.

### **Writing - Mechanics**

- The learner will practice and use cursive in the classroom.
- The learner will create legible documents through handwriting and/or word processing.
- The learner will apply capitalization and punctuation rules.
- The learner will create a simple outline.
- The learner will compose properly constructed paragraphs.

### **Writing - Grammar**

- The learner will recognize and apply the eight parts of speech.
- The learner will identify parts of a sentence in various sentence patterns.
- The learner will write simple, compound, and complex sentences applying standard conventions.
- The learner will differentiate the four types of sentences and apply when appropriate.
- The learner will write sentences that are not fragmented or run-on.

### **Writing - Process**

- The learner will use the 5 step writing process.

## **Writing – Types of Writing**

- The learner will develop and practice narrative, descriptive, persuasive, expository, personal, and creative writing.
- The learner will improve composition and critical thinking skills utilizing the writing process.
- The learner will explore research techniques.

## **Oral Communication – Listening:**

- The learner will follow multiple oral directions.
- The learner will recall, interpret and summarize information presented orally.
- The learner will access other speaker's effective techniques and messages.
- The learner will demonstrate social courtesies while listening.

## **Oral Communication – Speaking:**

- The learner will organize thoughts and speak in complete sentences
- The learner will use correct grammar and syntax.
- The learner will use appropriate presentation skills.
- The learner will write and deliver a simple speech using note cards or an outline.
- The learner will use appropriate Standard American English.
- The learner will listen to and respect other's opinions.

## **Scope**

### **Reading**

#### **I. Word Study**

- A. Integrate when reading:
  1. Syntax
  2. Semantics
  3. Phonetic strategies
    - a.) Blends
    - b.) Diagraphs
    - c.) Diphthongs
  4. Sight vocabulary

- B. Use word references and context clues to determine appropriate meaning in a given situation.
- C. Utilize the appropriate word reference materials most likely to contain the information needed:
  - 1. Thesaurus
  - 2. Dictionary
  - 3. Glossary
  - 4. Internet
  - 5. Electronic speller
- D. Identify and use appropriately:
  - 1. Synonyms
  - 2. Antonyms
  - 3. Homophones/Homographs/Heteronyms
  - 4. Root words
  - 5. Compound words
  - 6. Prefixes
  - 7. Suffixes
  - 8. Word etymologies
  - 9. Parts of speech

## **II. Comprehension**

### **A. Genres**

- 1. Fiction
  - a. Realistic
  - b. Mystery
  - c. Historical
  - d. Fantasy
  - e. Science Fiction
  - f. Traditional literature
    - 1.) Myths
    - 2.) Legends
    - 3.) Tall Tales
    - 4.) Fables
    - 5.) Folktales/Fairy tales.
- 2. Nonfiction
  - a. Autobiographies
  - b. Biographies

- c. Informational/Technical
- d. Print media
  - 1.) Newspaper
  - 2.) Magazines
- e. Internet
- f. Narrative nonfiction
- 3. Poetry
  - a. Narrative, lyric, dramatic
  - b. Rhyme/ free verse
  - c. Formula
- 4. Drama
  - a. Comedy
  - b. Tragedy
- B. Characteristics of a variety of genre
  - 1. Elements of fiction
    - a. Characters
      - 1.) Antagonist
      - 2.) Protagonist
      - 3.) Narrator
      - 4.) Main character
      - 5.) Supporting character
    - b. Setting
      - 1.) Time
      - 2.) Place
    - c. Plot
      - 1.) Introduction
      - 2.) Rising action
      - 3.) Climax
      - 4.) Falling action
      - 5.) Resolution
    - d. Conflict
      - 1.) Internal
      - 2.) External
    - e. Theme
    - f. Tone/voice
    - g. Mood
    - h. Point of view
      - 1.) First person (I)

- 2.) Third person (he, she, they)
- 3.) Limited/omniscient
- 2. Elements of nonfiction
  - a. Fact/opinion
  - b. Persuasive
  - c. Informational
  - d. Narrative
  - e. Humorous
- 3. Elements of poetry
  - a. Voice/person
  - b. Mood
  - c. Tone
  - d. Rhythm
  - e. Form
- 4. Elements of drama
  - a. Form
  - b. Dialogue
- C. Critical reading skills
  - 1. Recognize and apply figurative language
    - a. Exaggeration/hyperbole
    - b. Personification
    - c. Idiom
    - d. Simile
    - e. Metaphor
    - f. Analogies
    - g. Alliteration
    - h. Imagery
    - i. Onomatopoeia
  - 2. Identify and explain author's purpose
    - a. Persuasion
    - b. Inform
    - c. Entertain
    - d. Justify
    - e. Choice of title
  - 3. Draw conclusions/inferences
    - a. Summarize, paraphrase, outline
    - b. Examine cause and effect
    - c. Formulate predictions

- d. Identify topic, main idea, and supporting details
  4. Interpret and evaluate text type styles to predict and categorize information
  5. Connect prior knowledge
    - a. Know, Want to Know, Learn (KWL)
    - b. Webbing/cubing
    - c. Venn Diagram
    - d. Survey, Question, Read, Review, Recite (SQ3R)
- D. Fluency
1. Increase reading rate while maintaining comprehension
  2. Read progressively challenging text
  3. Adjust reading speed according to content area
  4. Read aloud with expression
    - a. Pauses
    - b. Inflection for clarity
    - c. Punctuation for phrasing and meaning

### **III. Cultural Awareness**

Formulate an appreciation of diversity in language patterns and dialects across cultures, ethnic groups, geographical regions and social roles from the literature through discussion and modeling as applied to:

1. Life, dignity of each person
2. Call for family and community participation
3. Rights and responsibilities
4. Options for poor, vulnerable
5. Solidarity
6. Care for God's creations
7. Dignity of work

## Writing

### I. Spelling

- A. Review spelling patterns and rules
  - 1. Contractions
  - 2. Possessives
  - 3. Plurals
  - 4. Syllables
  - 5. Root words, prefixes, suffixes
  - 6. Abbreviations
- B. Practice frequently misspelled and irregularly spelled words.
  - 1. 3 write (3 times each)
  - 2. Flashcards
  - 3. Spelling bees
- C. Master high-frequency words
  - 1. Dolch list
  - 2. Spelling quizzes
  - 3. School words
- D. Develop and use strategies to spell and define unknown words correctly.
  - 1. Dictionary
  - 2. Glossary
  - 3. Technology
  - 4. Flashcards
- E. Practice spelling content-area words

### II. Mechanics

- A. Neatness and organization
  - 1. Headings
  - 2. Margins
  - 3. Format
  - 4. Titles
- B. Capitalization
  - Review and practice capitalization rules
    - a.) First word of sentences, quotation
    - b.) Proper nouns
    - c.) Religious words

d.) Titles:

- 1.) Personal
- 2.) Initials
- 3.) Family titles
- 4.) Abbreviations
- 5.) Media titles

C. Punctuation

1. Review and practice use of end marks.
2. Review and practice use of comma
  - a.) In a series
  - b.) Compound sentences
  - c.) Direct address
  - d.) Quotations
  - e.) Dates
  - f.) Addresses
  - g.) Letter writing
  - h.) Sentence introductory words and interrupters  
(Hey, of course, I believe)
  - i.) Numbers
3. Introduce and practice use of commas
  - a.) Complex sentences
  - b.) Appositives
4. Review and practice use of apostrophe
  - a.) Possessives
  - b.) Contractions
5. Review and practice use of quotation marks
  - a.) Direct quotations
  - b.) Titles, when appropriate
  - c.) Dialogue
6. Review and practice use of hyphen
  - a.) Compound words
  - b.) Number words
7. Review and practice use of colon
  - a.) Time
  - b.) Beginning of a series

D. Parts of a letter

1. Friendly letter
  - a.) Heading (date)

- b.) Greeting
- c.) Body
- d.) Closing
- 2. Business letter
  - a.) Heading (return address, date)
  - b.) Sendee's address
  - c.) Salutation
  - d.) Body
  - e.) Prompt response request
  - f.) Closing
- 3. Letter format
  - a.) Friendly
  - b.) Business/block
  - c.) Tri-fold
- 4. Envelope, according to postal regulations
- E. Review and practice use of indentation
  - 1. Paragraph
  - 2. Dialogue

### III. Grammar

- A. Recognize and apply the eight parts of speech
  - 1. Nouns
    - a.) Review and practice
      - 1.) Common
      - 2.) Proper
      - 3.) Number
      - 4.) Possessive
    - b.) Introduce and practice
      - 1.) Concrete
      - 2.) Abstract
      - 3.) Collective
      - 4.) Functions of nouns
        - aa.) Direct objects
        - bb.) Indirect objects
        - cc.) Object of preposition
        - dd.) Subject
        - ee.) Predicate noun

## 2. Verbs

- a.) Review and practice
  - 1.) Action
  - 2.) Being/linking
  - 3.) Main/helping
  - 4.) Tenses
  - 5.) Contractions
- b.) Introduce and practice
  - 1.) Transitive/intransitive
  - 2.) Participles
  - 3.) Conjugation

## 3. Adjectives

- a.) Review and use
  - 1.) Limiting and descriptive
  - 2.) Regular comparisons
- b.) Introduce and practice
  - 1.) Positive, comparative, superlative comparisons and irregular forms
  - 2.) Suffix recognition to identify adjectives
  - 3.) Predicate adjective

## 4. Adverbs

- a.) Review and use
  - 1.) Regular comparisons
  - 2.) Double negatives
- b.) Introduce and practice
  - 1.) Positive, comparative, superlative comparisons and irregular forms
  - 2.) Suffix recognition to identify adjectives

## 5. Pronouns

- a.) Review and use
  - 1.) Subject/object
  - 2.) Possessive
  - 3.) Contractions
- b.) Identify and practice
  - 1.) Person - 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> singular and plural
  - 2.) Agreement
  - 3.) Antecedent
  - 4.) Relative

- 5.) Indefinite
- 6.) Functions
  - aa.) Subject
  - bb.) Predicate/nominative
  - cc.) Direct object
  - dd.) Indirect object
  - ee.) Object of preposition

6. Conjunctions

- a.) Review and use - and, but, or
- b.) Introduce subordinators
  - 1.) FANBOYS
    - aa.) For
    - bb.) And
    - cc.) Nor
    - dd.) But
    - ee.) Or
    - ff.) Yet
    - gg.) So
  - 2.) If, while, although

7. Prepositions

- a.) Identify and use in adjective and adverb phrases
- b.) Avoid danglers

8. Interjections

- a.) Identify
- c.) Use with correct punctuation

B. Sentence structure

1. Review and practice

- a.) Subject - verb agreement
- b.) Correction of fragments and run-on sentences
- c.) Constructing simple and compound sentences
- d.) Four sentence types
  - 1.) Declarative
  - 2.) Interrogative
  - 3.) Exclamatory
  - 4.) Imperative
- e.) Identifying simple/compound/complete subjects and predicates

3. Introduce and construct
  - a.) Complex sentences
  - b.) Appositives for explanation

#### **IV. Process**

- A. Pre-writing: generate ideas and plan
  1. Sloppy copy
  2. Webbing
  3. Brainstorming
  4. Mapping
- B. First draft
  1. Focus on topic
  2. Use of pre-write ideas to complete draft
  3. Double space for editing purposes
- C. Revising
  1. Expand use of descriptive words and vivid verbs.
  2. Add variety of sentence types.
  3. Organize writing to include a clear beginning, middle, and ending.
  4. Organized, well supported paragraphs.
    - a.) Topic sentence
    - b.) Supporting sentences
    - c.) Conclusions sentence, "clincher."
  5. May include self-editing, peer or teacher conferencing.
- D. Editing - COPS
  1. Capitalization
  2. Organization
  3. Punctuation
  4. Sentence structure
- E. Final Draft

#### **V. Writing types**

- A. Introduce and practice
  1. Narrative
    - a.) Personal narrative
    - b.) Creative story
  2. Descriptive

- a.) Journal
- b.) Paragraph
- c.) Short story
- 3. Persuasive
  - a.) Essay
  - b.) Letter
  - c.) Propaganda techniques
  - d.) Advertisements
- 4. Expository
  - a.) Essay
  - b.) Research writing
  - c.) Informative writing
- 6. Personal
  - a.) Narrative
  - b.) Diary/Journal
  - c.) Letters/notes
- 7. Creative writing
  - a.) Poetry
  - b.) Drama
  - c.) Short stories
- B. Research techniques
  - 1. Locate information using multiple resources
  - 2. Research strategies
    - a.) Skim
    - b.) Scan
    - c.) Note taking/source documentation
    - d.) Outline
    - e.) Cross references
    - f.) Recognize extraneous information
  - 3. Understand and avoid plagiarism

Note: When teaching the writing skills, use the writing type which best meets the needs and produces an appropriate finished product. Several writing types should be used in the course of the school year.

## **Oral Communication**

### **I. Listening**

#### **A. Multi-step verbal directions**

1. Question
2. Retain
3. Apply
- B. Recall, interpret and summarize information presented orally
  1. Listen for a purpose
    - a.) Sequence of events
    - b.) Fact/Opinion
    - c.) Cause/effect
    - d.) Main idea/supporting article
    - e.) Author's purpose/point of view
  2. Listen attentively
    - a.) Take notes
    - b.) Identify details
    - c.) Respond
      - 1.) Discuss
      - 2.) Summarize
- C. Identify speaker techniques
  1. Vocal qualities
  2. Body language
  3. Facial expression
- D. Demonstrate social courtesies
  1. Eye contact
  2. Attentiveness
  3. Support
  4. Affirmation
  5. Relevant questions and comments
  6. Respect for others' opinions

## **II. Speaking**

- A. Organize thoughts and speak with correct sentence structure, fluency, expression and Standard English.
  1. Use correct grammar and syntax
  2. Use complete sentences
  3. Organize thoughts
- B. Use appropriate presentation skills
  1. Inflection
  2. Volume

3. Pace
  4. Voice
  5. Tone
  6. Eye contact
  8. Body language
- C. Deliver an individual oral presentation
1. Plan presentation
    - a.) Narrow and choose topic
    - b.) Research topic
    - c.) Make notes/outline/organize
  2. Present
    - a.) Practice
    - b.) Appropriate body language
    - c.) Enunciation
    - d.) Eye contact
- D. Demonstrate social courtesies
1. Respect audience opinions
  2. Acceptance of cultural differences

### **Instructional Criteria:**

1. The learner will read and write daily.
2. The learner will read in different settings.
  - a. Small group/literature circles
  - b. Independent
  - c. Teacher/large group
  - d. Partner
3. The learner will listen to teacher "read aloud."
4. The learner will use prior knowledge and experience to relate to literature.
5. The learner will respond to literature in a variety of ways.
6. The learner will think critically:
  - a. Analyze
  - b. Synthesize
  - c. Interpret
7. The learner will utilize various technological media
8. The learner will be exposed to a variety of genres of literature and writing.

9. The learner will use the 5-step writing process.
10. The learner will conference on a regular basis with teacher and peers.
11. The learner will use appropriate listening and speaking skills.
12. The learner will use a variety of graphic organizers, as appropriate, to display information and enhance comprehension.
13. The learner will diagram sentences to aid understanding of word relationships and position.
14. The learner will work cooperatively in small and large group settings.

## **Textbook Recommendation:**

**Harcourt: "Trophies"**

**ISBN: 0-15-339789-6**