



Curriculum Document for Language Arts

Course Title: Grade 6 Language Arts

Learner Objective #1: Students will identify, compose, revise, and edit complete sentences as evidenced through their classroom assignments, written quizzes, tests, and writing projects.

Resources:

- McDougal Littell Language Network
- Daily Oral Language Plus

State Standards Addressed: B8.1 B8.2 B8.3 C8.1 C8.3 D8.1 D8.2 C8.3 D8.1 D8.2 E8.1

Terms:

- Revise
- Daily vocabulary words
- Time-order transitions
- Onomatopoeia
- Hook for beginning paragraph

Concepts:

- Simple and complete subjects and predicates
- Fragments and run-ons
- Compound subjects and predicates
- Kinds of sentences: declarative, interrogative, imperative, exclamatory
- Simple, compound, and complex sentences
- Complements (Subject and Object)
- Dependent and independent clause; subordinating conjunction

Skills:

Reading:

- Analyzing of text
- Interpretation of text directions
- Use of thesaurus
- Daily vocabulary words in sentence context

Writing

- Writing process steps
- Narrative essay format
- Variation of sentence structure and beginnings (6 Trait emphasis: Sentence Fluency and Conventions)
- Editing: Daily Oral Language Plus

Listening:

- Active/ critical listening
- Group discussions

Speaking: Speaking informally within group

Learner Objective # 2 The student will classify and use nouns correctly as evidenced by classroom assignments, written quizzes, tests, and writing projects.

Resources:

- McDougal Littell Language Network
- Daily Oral Language Plus
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State Standards Addressed: B8.1 B8.2 B8.3 C8.1 C8.3 D8.1 E8.1

Terms:

- Classify
- Supporting Details
- Daily vocabulary words

Concepts:

- Singular and plural nouns
- Common and proper nouns
- Singular and plural possessive
- Appositives
- Compounds
- Predicate nominatives
- Objects of prepositions

Skills:**Reading:**

- Analyzing character descriptions
- Contrasting of character traits
- Identification of common traits

Writing:

- Outline main ideas and details
- Expository Essay
- Sensory details (6 Trait emphasis on Voice and Word Choice)

- Editing: Daily Oral Language Plus

Listening:

- Analyzing details
- Active/ critical listening
- Small and large group discussions

Speaking:

- Oral presentation parallels city design
- Formal oral presentation with emphasis on volume, rate, tone, mood, and eye contact

Learner Objective # 3

The students will analyze verb concepts and generate vivid verbs as evidenced by classroom assignments, written quizzes, tests, and writing projects.

Resources:

- McDougal Littell Language Network
- Daily Oral Language Plus
- South American Fact Books
- Electronic Resources

**State Standards Addressed: A8.1 A8.4 B8.1 B8.2 B8.3 C8.1 C8.2 C8.3 D8.1
D8.2 E8.5 F8.1**

Terms:

- Vivid verbs
- Daily vocabulary words
- Facts
- Opinions

Concepts:

- Types of verbs (action and linking)
- Verb phrases
- Direct and indirect objects
- Transitive and intransitive verbs
- Predicate nouns and predicate adjectives
- Principal parts of verbs
- Regular and irregular verbs
- Verb tenses: Simple and perfect
- Progressive verb form (present and past)
- Confusing verb pairs

Skills:**Reading:**

- Use of index to locate information
- Reading across texts to add new information
- Evaluation of print source's reliability
- Interpretation of directions (scan picture, insert picture, insert table, bullets)
- Use of headings and subheadings

Writing:

- Individual and group evaluation of performance
- Summarization
- Note taking
- PowerPoint presentation
 - Sentence application
 - Parallel construction
 - 6 Trait emphasis on Ideas, Organization, Convention
- Editing: Daily Oral Language Plus (large group)

Listening:

- Critical listening for appropriate details
- Critical listening for learned speaking skills
- Listening to formulate questions

Speaking:

- Minimal use of notes / PowerPoint formal presentation
- Eye contact, tone variance, poise, phrasing
- Effective rate, volume, and pitch

Learner Objective # 4 The student will identify and demonstrate correct use of pronouns as evidenced by classroom assignments, quizzes, tests and writing projects.

Resources:

- McDougal Littell Language Network
- Perfect Copy
- Daily Oral Language Plus
- Yearly Optimist Speech information

State Standards Addressed: B8.1 B8.2 B8.3 C8.1 C8.2 C8.3 D8.1 D8.2

Terms:

- Antecedent
- Dialogue
- Gesture
- Persuasive language
- Fact/Opinion
- Daily vocabulary words

Concepts:

- Personal pronouns
- Subject pronouns
- Object pronouns
- Possessive pronouns
- Reflexive and intensive pronouns
- Interrogative and demonstrative pronouns
- Antecedents
- Indefinite pronouns
- Pronouns problems
 - Use of we/us
 - Unclear reference
 - Use of pronouns in compounds

Skills:

Reading:

- Difference between fact and opinion
- Negative/ positive connotation

Writing:

- Persuasive essay format
 - Leads and endings
 - Transitions
 - Credit for quotations used
 - Emphasis on 6 Traits (Voice, word choice,
- Editing
 - Daily Oral Language Plus (large group)

Listening:

- Critical listening
- Construction of meaning from auditory experience
- Evaluation of persuasive ability
- Appropriate listening behaviors

Speaking:

- Formal persuasive speech
- Verbal/nonverbal techniques
- Emphasis on eye contact, use of gestures, tone, volume, rate

Learner Objective #5: Students will identify and apply knowledge about adjectives and adverbs and distinguish between them as evidenced in classroom assignments, quizzes, tests, and writing projects.

Resources:

- McDougal Littell Language Network
- Daily Oral Language Plus
- Poetry spiral self developed

State Standards Addressed: B8.1 B8.2 B8.3 C8.1

Terms:

- Vivid adjectives
- Daily vocabulary words
- Simile
- Metaphor
- Rhyme
- Rhythm
- Comparative
- Superlative

Concepts:

- Types of adjectives
 - Articles
 - Descriptive
 - Demonstrative
 - Proper adjectives
 - Predicate adjectives
 - Pronouns as adjectives
 - Nouns as adjectives

- Adverbs
 - Identification
 - Comparison
 - Avoidance of double negatives

Skills:

Reading:

- On line research
- Daily vocabulary words in context
- Classification of ideas

Writing:

- Descriptive writing
- Descriptive poem
- Main idea, details
- Use of aesthetic language (6 Trait emphasis: Ideas, Organization, Word Choice)
- Editing: Daily Oral Language Plus (large group)

Listening:

- Active/critical listening
- Evaluation of spoken message
- Interpretation of how words affect choice
- Small group discussions (hearing vs. listening)

Speaking:

- Formal presentation of future car poem
- Emphasis on eye contact, visuals relating to ideas, emphasis, volume, and tone
- Communication appropriate to audience
- Oral interpretation of poetry

Learner Objective # 6

Students will incorporate previous grammar concepts with knowledge of prepositions, interjections, and conjunctions as evidenced in classroom assignments, quizzes, tests, and writing projects.

Resources:

- McDougal Littell Language Network
- Daily Oral Language Plus
- Board Game Instructions

State Standards Addressed: A8.2 B8.1 B8.2 B8.3 C8.1 D8.1

Terms:

- Sequence
- Daily vocabulary words

Concepts:

- Prepositional phrase
 - Adjective phrases
 - Adverbial phrases
- Preposition or adverb
- Placement of prepositional phrases
- Conjunctions
- Interjections

Skills:

Reading: How to instructions - games

Writing:

- Board game instructions and playing cards
- Emphasis on all 6 Traits of Writing
- Editing: Daily Oral Language Plus (large group)

Listening:

- Active listening/ Critical listening
- Interpretation of directions

Speaking:

- Informal discussions
- Formal group discussions
- Instructions for game board

Learner Objective # 7 **After studying examples of various poets and varying types of poetry, students will create original poetry and publish a booklet for evaluation.**

Resources:

- Multiple library resources/ Internet Resources
- Poetry Express
- Where the Sidewalk Ends

State Standards Addressed: A8.2 B8.1 B8.2 B8.3 C8.1 C8.2 C8.3 D8.1 D8.2

Terms:

- Personification
- Simile
- Metaphor
- Limerick

- Haiku
- Couplet
- Acrostic
- Alliteration

Concepts:

- Use of sensory images
- Avoidance of clichés
- Use of sound devices
- Simile and Metaphor
- Form (Haiku and Limerick)
- End rhyme
- Rhythm in limerick
- Alliteration in poetry
- Form of poem
- Feeling conveyed in poetry

Skills:

Reading:

- Interpretation of meaning
- Analysis of figurative language

Writing:

- Poetry pamphlet
- Emphasis on all 6 Traits of Writing
- Editing: _Daily Oral Language Plus (large group)

Listening:

- Active/ critical listening
- Group discussion (formal and informal)

Speaking:

- Choral response in large group
- Rhythmic/ techniques
- Conveyance of meaning through volume, tone, pitch, rate, emphasis,