

Language Arts Instructional Objective Outline

GRADE 6

First Marking Period

- I. Speaking and Listening
 - A. Listen critically and express opinions
 - B. Identify tone
 - C. Deliver a narrative presentation

- II. Reading/Literature
 - A. Word Analysis
 - 1. Multiple word meaning
 - 2. Foreign word origin
 - 3. Use context clues
 - 4. Use dictionary

 - B. Comprehension
 - 1. Predict outcomes
 - 2. Reading for meaning: rereading
 - 3. Organize information

 - C. Literary Response
 - 1. Read realistic fiction
 - 2. Setting

- III. Writing
 - A. Letters
 - B. Narratives
 - C. Paragraphs: introduction, details, conclusion
 - D. Respond to literature

- IV. Grammar
 - A. Correct capitalization
 - B. Sentence fragments
 - C. Simple and complex sentences
 - D. Compound subjects

- V. Research/Technology
 - A. Access resources (dictionaries, maps, encyclopedias, interviews, electronic databases)

GRADE 6
Second Marking Period

- I. Speaking & Listening
 - A. Relate verbal communication and non-verbal messages
 - B. Group discussion making techniques
 - C. Deliver informative presentation

- II. Reading/Literature
 - A. Word Analysis
 - 1. Figurative language
 - 2. Use thesaurus

 - B. Comprehension
 - 1. Draw conclusions
 - 2. Reading for meaning: note taking

 - C. Literary Response
 - 1. Read fantasies
 - 2. Author's style
 - 3. Distinguish point of view
 - 4. Characterization

- III. Writing
 - A. Poems
 - B. Paragraphs of comparison and contrast
 - C. Descriptive essay
 - D. Respond to literature

- IV. Grammar
 - A. Subject/verb agreement
 - B. Colons and semicolons

- V. Research/Technology
 - A. Access resources (dictionaries, maps, encyclopedias, interviews, electronic databases)

GRADE 6
Third Marking Period

- I. Speaking & Listening
 - A. Select and present appropriate topic for audience
 - B. Problem solving presentation

- II. Reading/Literature
 - A. Word Analysis
 - 1. Prefixes and suffixes

 - B. Comprehension
 - 1. Make inferences
 - 2. Reading for meaning: outlining

 - C. Literary Response
 - 1. Read historical and biographical fiction
 - 2. Compare and contrast author's style

- III. Writing
 - A. Editorials and reviews
 - B. Respond to literature

- IV. Grammar
 - A. Indefinite pronouns
 - B. Adverbs
 - C. Adjectives

- V. Research/Technology
 - A. Access resources (dictionaries, maps, encyclopedias, interviews, electronic databases)

GRADE 6
Fourth Marking Period

- I. Speaking & Listening
 - A. Present a persuasive argument

- II. Reading/Literature
 - A. Comprehension
 - 1. Compare and contrast information
 - 2. Reading for meaning: summarizing

 - B. Literary Response
 - 1. Read non-fiction

- III. Writing
 - A. Reports
 - B. Problem/solution
 - C. Respond to literature
 - D. Research paper

- IV. Grammar
 - A. Spell frequently misspelled words
 - B. Present, past, and future perfect tense
 - C. Negatives

- V. Research/Technology
 - A. Access resources (dictionaries, maps, encyclopedias, interviews, electronic databases)

Grade Six

Speaking and Listening

Goal: To demonstrate an understanding of language structure by listening and responding to oral communications. The student will speak using appropriate phrasing, pitch, and stress.

By the end of sixth grade the students will

1. Listen critically and express opinions in oral presentations. **VIS # 5**
2. Relate speaker's verbal communication (word choice, pitch, feeling, tone) and non-verbal messages (posture and gestures). **VIS # 5**
3. Identify the tone, mood, and emotion conveyed in the oral communication. **VIS # 5**
4. Employ group decision-making techniques in problem solving (define problem, divide labor efficiently, identify solutions, and select and implement optimal solution). **VIS # 5**
5. Select a focus, organization, a point of view, matching purpose, message, occasion and voice modulation to the audience. **VIS # 4**
6. Present a convincing argument emphasizing important points to assist the listener in following the main ideas and concepts. **VIS # 4**
7. Deliver narrative presentation that establishes a context and create a point of view that:
 - offers some insight or meaning to the experience narrated
 - include sensory details and concrete language to develop plot and character
 - uses a range of narrative strategies such as dialogue and suspense. **VIS # 4**
8. Deliver presentations speculating on problems and solutions that establish a connection between situation, causes and effects, definition of problem, and at least one solution. **VIS # 4**
9. Deliver informative presentations that develop the topic with facts, details, examples, and explanations from multiple authoritative sources. **VIS # 4**

Reading/Literature

Word Analysis

Goal: To translate letter patterns into spoken language using phonics, syllabication, and word parts, and to determine the meaning of new words encountered in reading materials.

1. Distinguish and interpret figurative language and multiple word meanings. **VIS # 1**
2. Recognize the origin of frequently used foreign words in English and use these words accurately in speaking and writing. **VIS # 1**
3. Monitor expository writing for unfamiliar words, or words with novel meanings, using words, sentences, and paragraph clues to determine meaning. **VIS # 1**
4. Use word reference materials (dictionaries, thesauri). **VIS # 1**
5. Use prefixes and suffixes appropriate to grade level. **VIS # 1**

Comprehension

Goal: To read and respond to a range of reading materials. To generate and respond to essential questions making predictions, comparing information, and use meaning clues when reading.

1. Use knowledge of literary forms to aid comprehension and predict outcomes. **VIS # 2**
2. Draw conclusions and make inferences based on explicit and implied information. **VIS #2**
3. Identify the use and structural features of newspapers, magazines, and editorials to gain meaning from text. **VIS # 2**
4. Compare and contrast information about one topic contained in different selections. **VIS # 2**
5. Use strategies such as rereading, not-taking, outlining, summarizing, and writing a report to clarify meaning. **VIS # 2**
6. Organize information for use in written and oral presentations. **VIS # 3 & 4**

Literary Response

Goal: To read and respond to a variety of different works of literature and distinguish between the structural features of the text and the literary terms or elements (theme, plot, setting, characters).

1. Read a variety of fiction (realistic, fantasy, historical, and biographical) and nonfiction (expository and argumentative). **VIS # 2**

2. Describe how the author's style elicits emotional response from the reader. **VIS # 2**
3. Distinguish between first and third person point of view. **VIS # 2**
4. Compare and contrast authors' styles. **VIS # 2**
5. Analyze how qualities (courage, cowardice, ambition, and laziness) of the character affect the plot and resolution of the conflict. **VIS # 2**
6. Analyze the influence of setting on the problem and its resolution. **VIS # 2**
7. Identify and define figurative language in literary works: simile, metaphor, personification, imagery, and symbolism. **VIS # 2**

Writing

Goal: To write clear and coherent sentences, paragraphs, stories, letters, and simple explanations. Students will edit final copies.

1. Choose the appropriate form for writing purpose (letters, editorials, reviews, poems, reports, narratives). **VIS # 3**
2. Create texts that include an introduction and several paragraphs that develop a topic and concluding paragraph. **VIS # 4**
3. Use a variety of organizational patterns including compare and contrast. **VIS # 3**
4. Use specific details and choose exact verbs, nouns, and adjectives. **VIS # 3**
5. Revise writing to improve organization and consistency in ideas among paragraphs. **VIS # 3**
6. Write narratives that establish a context or create a point of view that:
 - include sensory details and concrete language to develop plot and character
 - uses a range of narrative strategies such as dialogue and suspense. **VIS # 3**
7. Write an expository text including description, explanation, comparison and contrast, and problem/solution. **VIS # 3**
8. Write a response to literature that exhibits careful reading, understanding, and insight. **VIS # 2**
9. Write a research paper that supports the main idea(s) with facts, details, examples, and explanations from multiple sources. **VIS # 3**
10. Edit final copy for

- correct use of language (subject-verb agreement, adjectives, adverbs etc.).
- writing mechanics (format, capitalization, punctuation etc.). **VIS # 3**

Grammar

Goal: To use standard English conventions in oral and written communications. Student will edit final copies for grammar, capitalization, punctuation, and spelling.

1. Identify and correctly use present perfect, past perfect, and future perfect tense, subject-verb agreement with compound subjects, and indefinite pronouns. **VIS # 3**
2. Identify and use correct subject-verb agreement, and agreement using simple and compound sentences. **VIS # 3**
3. Use appropriate punctuation in business letters. **VIS # 3**
4. Use parentheses appropriately. **VIS # 3**
5. Use correct capitalization. **VIS # 3**
6. Use homonyms correctly. **VIS # 3**
7. Use semicolons to connect independent clauses. **VIS # 3**
8. Use negatives correctly. **VIS # 3**
9. Identify and correct sentence fragments. **VIS # 3**
10. Use adjectives and adverbs. **VIS # 3**
11. Identify and correctly use independent clauses. **VIS # 3**

Research/Technology

Goal: To explore the use of available technology and locate information in reference materials.

1. Select the best sources for a given purpose, including atlases, dictionaries, globes, interviews, telephone directories, encyclopedia, electronic databases, and the Reader's Guide.