

Language Arts Planned Course

6th Grade

Background:

This curriculum is based upon the Pennsylvania State Standards for language arts. Its purpose is to improve the writing and reading of all sixth grade students. The curriculum has emphasis on reading, writing, speaking and listening. The students will be exposed to various genres of both fiction and nonfiction. They will have opportunities to write narrative, informational and persuasive pieces as they continue to improve on their grammar. They will also complete a research paper on an integrated topic. The continued development of reading and writing will help the students to be able to communicate to others as they prepare for their continued education as well as the future work force.

Standards:

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.3 Reading, Analyzing and Interpreting Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.7 Characteristics and Function of the English Language
- 1.8 Research.

Materials:

The Language of Literature

The Language Network

Crash

The Night of the Twisters

Titanic Crossing

Various Reading Workshop Novels (see attached list)

6th Grade Reading Workshop Choices

<p>UNIT ONE: Courage</p> <p><i>Low:</i> <u>Island of the Blue Dolphin</u> by Scott O’Dell <u>My Side of the Mountain</u> by Jean Craighead George</p> <p><i>Average:</i> <u>The Cay</u> by Theodore Taylor <u>Dogsong</u> by Gary Paulsen <u>Rescue Josh McGuire</u> by Ben Mikaelson</p> <p><i>High:</i> <u>Call It Courage</u> by Armstrong Sperry <u>Hatchet</u> by Gary Paulsen <u>Call of the Wild</u> by Jack London</p>	<p>UNIT THREE: Wondrous World</p> <p><i>Low:</i> <u>The Castle in the Attic</u> by Elizabeth Winthrop <u>The Enormous Egg</u> by Oliver Butterworth</p> <p><i>Average:</i> <u>Mrs. Frisby and the Rats of Nimh</u> by Robert C. O’Brien <u>Tuck Everlasting</u> by Natalie Babbitt</p> <p><i>High:</i> <u>The Hobbit</u> by J. R. R. Tolkein <u>The Ancient One</u> by T. A. Barron</p>
<p>UNIT TWO: Growth and Change</p> <p><i>Low:</i> <u>Izzy, Willy-Nilly</u> by Cynthia Vogt Sounder by William H. Armstrong</p> <p><i>Average:</i> <u>Missing May</u> by Cynthia Rylant <u>The Acorn People</u> by Ron Jones, Tom Parker</p> <p><i>High:</i> <u>Dragonwings</u> by Laurence Yep <u>Safe at Second</u> by Scott Johnson</p>	<p>UNIT FOUR: Fairness</p> <p><i>Low:</i> <u>A View from Saturday</u> by E. L. Konigsburg <u>Daphne’s Book</u> by Mary Downing Hahn</p> <p><i>Average:</i> <u>Freak the Mighty</u> by W. R. Philbrick <u>Slake’s Limbo</u> by Felice Holman</p> <p><i>High:</i> <u>So Far From Bamboo Grove</u> by Yoko Kawashima Watkins <u>Homeless Bird</u> by Gloria Whelan</p>

6th Grade Language Arts Standards

1.1 Learning to Read independently

- A. **Language Arts Only**-Before reading, establish the purpose for reading a type of text for literary enjoyment, for information or to perform a task.
 - Make predictions
 - Activate prior knowledge
- B. **Language Arts Only**-Identify and use common organizational structures and graphic features to comprehend information.
- C. During reading use knowledge of context clues and dictionaries to understand new vocabulary words. Use these words accurately in writing and speaking.
- D. **Language Arts Only**-Identify basic facts and ideas in text using strategies such as
 - Setting a purpose for reading
 - Generating essential questions as aids to comprehension
 - Clarifying understanding through rereading and discussion
 - Activating and using personal knowledge
- E. Develop a reading vocabulary by identifying and using appropriate words such as
 - Synonyms
 - Antonyms
 - Homophones
 - Homographs
 - Root words
 - Affixes
- F. After reading demonstrate understanding and interpretation of both fiction and nonfiction text. (Nonfiction emphasis in other content areas)
 - Explain the major ideas, themes or procedures of the text
 - Clarify ideas and understandings through rereading and discussion
 - Make inferences and draw conclusion from the text and cite evidence
- G. Demonstrate comprehension in reading
 - Read a variety of genres and types of text
 - Demonstrate comprehension

1.2 Reading Critically in All Content Areas

- A. **Language Arts Only**-Reading and understanding essential content of informational texts and documents.
 - Differentiate fact from opinion across text.
 - Distinguish between essential and nonessential information across a variety of texts, identifying stereotypes and exaggeration where present.
 - Evaluate text organizations and content to determine the author's purpose and effectiveness.

- B. Use and understand a variety of media and evaluate the quality of materials produced.
- Explain and utilize a variety of media (e.g., encyclopedias, computerized card catalogues, Internet, films, videos, audio tapes, etc.)
 - Examine and evaluate the role of media (e.g., TV, newspapers, magazines, etc.) as a source for both entertainment and information. Recognize persuasive techniques.

1.3 Reading, Analyzing and Interpreting Literature

- A. Read and understand works of literature.
- B. Compare and contrast the use of literary elements within and among texts, including characters, setting, plot, theme and point of view.
- C. Demonstrate an understanding of various literary devices to convey meaning.
- Sound techniques (e.g., rhyme, rhythm, repetition and alliteration).
 - Figurative language (e.g., personification, simile, metaphor).
- D. Identify poetic forms (e.g., haiku, acrostic, concrete, free verse)
- E. Analyze drama as an information source, entertainment, persuasion or transmitter of culture. Identify the characters' actions. Identify the conflict and resolution.
- F. Read and respond to nonfiction and fiction, including poetry and drama.

(Nonfiction emphasis is other curricular areas. Following state and national standards, recommend 25 books/year).

1.4 Types of Writing

Narrative/Creative Writing

- A. Write multi-paragraph stories, poems, and plays that include
- Organized thoughts
 - Increased detail in descriptions
 - Relevant illustrations
 - Dialogue
 - A literary conflict
 - Characters, setting and plot
 - Alliteration, personification, simile and metaphor
 - One-scene play
 - Concrete, haiku, and acrostic
 - Conventions of genre

Expository Writing

- B. Write the following multi-paragraph informational pieces: summaries, letter and essays that include
- Cause and effect

- A problem and solution when appropriate to the topic
- Relevant graphics such as maps, charts, graphs, illustrations, photographs, and tables
- Identification of various secondary sources
- Three paragraphs with developed introduction, body and conclusion.

Persuasive Writing

- C. Write persuasive pieces that
- Include a clearly stated position or opinion
 - Include supporting detail
 - Make references to supporting evidence in the writing (according to...)
 - Focus on the audience to establish reader interest

1.5 Quality of Writing

Focus

- A. Write with sharp, distinct focus
- Identify topic, task, and audience

Ideas and Content

- B. Write using well-developed content appropriate for the topic.
- Differentiate between significant and insignificant information.
 - Define and recognize audience and purpose.
 - Write paragraphs that include elaborated details.

Organization

- C. Write with controlled and/or subtle organization.
- Sustain a logical order with sentences and between paragraphs.
 - Define and recognize topic and purpose.
 - Include a developed introduction, body and conclusion.

Sentence Fluency, Word Choice and Voice

- D. Write with an understanding of the stylistic aspects of composition.
- Use different types and lengths of sentences.
 - Use an extended variety of precise language, including strong verbs, specific nouns, adjectives and adverbs and specific details that convey the writer's meaning.
 - Develop and maintain a consistent voice.

Writing Process

- E. Revise writing to improve
- Paragraph development
 - Word choice
 - Content
 - Detail
 - Organization
 - Clarity of meaning
 - Logical of order

Conventions

- F. Edit writing using the conventions of language.
- Spell common, frequently used words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (**period, exclamation point, question mark, commas, quotation marks, apostrophe, and colon**).
 - Use **nouns, pronouns, verbs**, adjectives, adverbs, conjunctions, prepositions, and interjections properly.
 - Use complete sentences (**simple**, declarative, interrogative, exclamatory and imperative).

1.6 Speaking and Listening

- A. **Language Arts Only**—Listen to others.
- Ask pertinent questions
 - Differentiate between relevant and irrelevant information, ideas, and opinions.
 - Take notes when required.
- B. Listen to selections of literature
- Relate it to prior knowledge
 - Predict content/events
 - Retell the story including events, characters, setting and theme
- C. **Language Arts Only**—Speak using skills appropriate to formal speech situations
- Use complete sentences
 - Pronounce words correctly
 - Use appropriate volume
 - Pace speech
- D. **Language Arts Only**—Speak using skills appropriate to formal speech situations
- Ask relevant, questions to gain information, clarify thinking and understand others.
 - Respond with relevant information or opinions to questions asked.
 - Listen to and acknowledge the contributions of others.
 - Provide support for stated opinions.

- Summarize when prompted.
- E. **Language Arts Only**—Participate in small and large group discussions and presentations.
 - Participate in everyday conversations
 - Present an oral reading of assigned material
 - Deliver oral reports
 - Plan and participate in group presentations and reports.

1.7 Characteristics and Function of the English Language

- A. Identify the origin and meaning of foreign words and phrases used frequently in English language (e.g., *carte blanche*, *faux pas*)
- B. Recognize formal and informal speech characteristics
- C. Identify words meanings that have changed over time (e.g., *cool*, *mouse*, *virus*).

1.8 Research

- A. Select and refine a topic for research.
- B. Locate information using appropriate sources and strategies.
 - Evaluate the usefulness and qualities of sources.
 - Select appropriate sources (e.g., dictionaries, encyclopedias, other reference material, observations, interviews and computer databases).
 - Use table of contents, indices, keywords, cross-references and appendices.
 - Use traditional and electronic search tools.
- C. Organize, summarize and present the main idea from the research.
 - Take notes from sources (content areas and library time).
 - Credit sources using a structural format (MLA Works Cited Page).

I. UNIT ONE—Tests of Courage

Goal 1: Students will be able to demonstrate an understanding of the sentence and its parts.

- A. Students will identify and use complete subjects and predicates as well as simple subjects and predicates in writing.
- B. Students will identify and use compound subjects, compound verbs and verb phrases in writing.
- C. Students will identify and use different kinds of sentences in their writing to show emotion and provide information.
- D. Student will identify and use subject complements, direct objects and indirect objects in writing.
- E. Students will identify sentence fragments and run-on sentences and avoid or correct these mistakes in writing.

Goal 2: Students will be able to utilize the writing process.

- A. Students will understand prewriting strategies and to use them to find, focus and organize information on a writing topic.
- B. Students will learn strategies for planning a draft and to use peer response to improve writing through revision.
 - 1. Students will write with complete sentences and use modifiers to make sentences stronger.
 - 2. Students will identify ways to expand sentences and to use modifiers to make sentences stronger.
 - 3. Students will recognize how related sentences can be combined.
 - 4. Students will identify ways to expand sentences and to use these methods to add an opener, a middle or a close.
- C. Students will identify and use proofreading marks to edit and correct errors in a draft.
- D. Students will recognize different ways to publish writing and to reflect on the writing process.

Goal 3: Students will be able to write multi-paragraph narrative and descriptive essays.

- A. Students will write with a sharp, distinct focus identifying, topic, task and audience.
- B. Students will write using well-developed content appropriate for the topic.
- C. Students will recognize and write effective paragraphs with strong topic sentences.
- D. Students will recognize and write unified, logical paragraphs.

Goal 4: Students will be able to demonstrate an understanding and appreciation of short stories.

- A. Students will use strategies such as preview, connect, question, predict, visualize, evaluate and clarify.

- B. Students will analyze literary elements such as character, plot, setting, theme and point of view.
- C. Students will understand the following literary terms: conflict, exposition, rising action, climax,, falling action (resolution).
- D. Students will be able to connect personal experiences to the experiences of characters.
- E. Students will understand the terms fiction, nonfiction, biography and autobiography.
- F. Students will be able to respond to literature through writing.
- G. Students will be able to recognize cause and effect and sequence of events.

Goal 5: Students will be able to demonstrate an understanding of novels.

- A. Students will read the novel Night of the Twisters both independently and through group readings.
- B. Student will read independently one reading workshop novel from the “Courage” unit—see attached list.
- C. Students will identify and analyze author’s style and literary elements including character, setting, plot and theme.

Goal 6: Students will be able to expand their vocabulary skills.

- A. Students will practice using newly acquired vocabulary words.
- B. Students will identify and define words that they do not know from their reading workshop novels.
- C. Students will gain an understanding of synonyms, antonyms, homophones, homographs, root words and affixes.
- D. Students will utilize the dictionary and context clues in order to understand vocabulary.

Goal 7: Students will be able to listen to others.

- A. Students will ask pertinent questions.
- B. Students will be able to differentiate between relevant and irrelevant information, ideas and opinion.
- D. Students will take notes when required.

II. UNIT TWO: Growth & Change

Goal 1: Students will be able to demonstrate use of nouns and pronouns properly in writing.

- A. Students will identify types of nouns. (common, proper, singular, plural, possessive).
- B. Students will use nouns as subjects, complements and objects of prepositions.
- C. Students will identify types of pronouns and use them in writing. (personal, object, possessive, reflexive, intensive, interrogative, demonstrative)
- D. Students will identify and use pronouns that agree with the antecedent.

Goal 2: Students will be able to utilize the writing process.

- A. Students will understand prewriting strategies and to use them to find, focus and organize information on a writing topic.
- B. Students will learn strategies for planning a draft and to use peer response to improve writing through revision.
- C. Students will identify and use proofreading marks to edit and correct errors in a draft.
- D. Students will recognize different ways to publish writing and to reflect on the writing process.

Goal 3: Students will be able to conduct and write multi-paragraph essays using persuasion.

- A. Students will recognize persuasive techniques. (TV, newspapers, magazine, etc.)
- B. Students will write an essay geared toward the audience that they are trying to persuade.
- C. Students will support their issue with facts, examples, and reasons to support their opinion.
- D. Students will write an introduction that has a clear message/opinion and captures the reader's attention.
- E. Students will write the body of a composition that has unity and coherence.
 - 1. Students will use sequential order to organize writing.
 - 2. Students will recognize the basic elements of a composition and to use them as guides in structuring a composition.
- F. Students will recognize the characteristics of an effective conclusion and write one that sums up a composition's message.

Goal 4: Students will use skills appropriate to formal speech situations.

- A. Students will use complete sentences.
- B. Students will pronounce words correctly.
- C. Students will use appropriate volume.
- D. Students will pace speech.

Goal 5: Students will be able to read, understand and write poems using various

poetic forms and devices.

- A. Students will recognize the distinguishing features of poetry. (form, sound, imagery and figurative language)
- B. Students will appreciate poetry by listening to its overall sound (rhyme, rhythm, repetition and alliteration)
- C. Students will understand and use figurative language. (simile, metaphor, personification)
- D. Students will appreciate and write poems in the form of haiku, free verse, acrostic and concrete.

Goal 6: Students will be able to demonstrate an understanding of novels.

- A. Before reading, students will make predictions and activate prior knowledge.
- B. Students will read the novel Crash both independently and through read aloud.
- C. Students will identify basic facts and ideas using strategies to aid in comprehension.
- D. Students will summarize when prompted.
- E. Students will read independently one reading workshop novel from the “Growth & Change” unit—see attached list.
- F. Students will participate in small and large group discussions.
- G. Students will identify and analyze author’s style and literary elements including character, setting, plot and theme.

Goal 7: Students will be able to expand their vocabulary skills.

- A. Students will practice using newly acquired vocabulary words.
- B. Students will identify and define words that they do not know from their reading workshop novels.
- C. Students will gain an understanding of synonyms, antonyms, homophones, homographs, root words and affixes.
- D. Students will utilize the dictionary and context clues in order to understand vocabulary.

UNIT THREE: Wondrous World

Goal 1: Students will be able to demonstrate use of verbs in their writing.

- A. Students will identify and use different types of verbs. (action, helping and linking)
- B. Students will be able to use the four principal parts of verbs.
- C. Students will use present, past and future simple tenses.
- D. Students will use perfect tenses and irregular verbs correctly.
- E. Students will recognize and use correct subject-verb agreement in writing.

Goal 2: Students will be able to conduct, organize and write a research report.

- A. Students will identify the steps necessary to carry out a research.
- B. Students will take relevant notes from at least three different sources.
- C. Students will be able to distinguish fact from opinion across text.
- D. Students will cite sources following MLA format.
- E. Students will organize the information into an outline form.
- F. Students will include an introduction and thesis statement that states the topic and purpose of the paper.
- G. Students will use the information from note taking and the outline to support ideas.
- H. Students will use information from at least three different types of sources.
- I. Students will follow a logical pattern of organization using transitions between ideas.
- J. Students will summarize ideas in the conclusion.
- K. Students will include a Works Cited page at the conclusion of the paper following MLA format.

Goal 3: Students will be able to utilize the writing process.

- A. Students will understand prewriting strategies and to use them to find, focus and organize information on a writing topic.
- B. Students will learn strategies for planning a draft and to use peer response to improve writing through revision.
- C. Students will identify and use proofreading marks to edit and correct errors in a draft.
- D. Students will recognize different ways to publish writing and to reflect on the writing process.

Goal 4: Students will be able to demonstrate an understanding of novels.

- A. Before reading, students will make predictions and activate prior knowledge.
- B. Students will identify basic facts and ideas using strategies to aid in comprehension.
- C. Students will read independently one reading workshop novel from the “Wondrous World” unit—see attached list.
- D. Students will identify and analyze author’s style and literary

elements including character, setting, plot and theme.

Goal 5: Students will be able to demonstrate and understanding of short stories.

- A. Students will develop strategies for recognizing cause and effect.
- B. Students will understand the use of foreshadowing.
- C. Students will analyze and understand the following components of plot: exposition, rising action, climax, falling action and resolution.
- D. Students will be able to recognize conflict (internal and external) through sequence of events.

Goal 6: Students will be able to expand their vocabulary skills.

- A. Students will practice using newly acquired vocabulary words.
- B. Students will identify and define words that they do not know from their reading workshop novels.
- C. Students will gain an understanding of synonyms, antonyms, homophones, homographs, root words and affixes.
- D. Students will utilize the dictionary and context clues in order to understand vocabulary.

UNIT FOUR: Fairness

Goal 1: Students will apply correct capitalization and punctuation to their writing.

- A. Students will understand and apply rules for capitalization. (people, cultures, first words, titles, places landmarks and vehicles).
- B. Students will apply rules for using periods, question marks and exclamation points.
- C. Students will apply rules for using commas, quotation marks and apostrophes.

Goal 2: Students will write multi-paragraph informational essays.

- A. Students will explain why and/or how something happened, give suggestions or describe something.
- B. Students will include enough information and details for the audience to understand the paper.
- C. Students will present ideas in a clear and logical order including an introduction, body and conclusion.
- D. Students will use a variety of words and well-constructed sentences.
 1. Students will identify and use prepositions and prepositional phrases in writing.
 2. Students will identify and use conjunctions in writing.
 3. Students will identify and use interjections in writing.

Goal 3: Students will be able to utilize the writing process.

- A. Students will understand prewriting strategies and to use them to find, focus and organize information on a writing topic.
- B. Students will learn strategies for planning a draft and to use peer response to improve writing through revision.
- C. Students will identify and use proofreading marks to edit and correct errors in a draft.
- D. Students will recognize different ways to publish writing and to reflect on the writing process.

Goal 4: Students will understand and appreciate drama.

- A. Students will identify stage direction to visualize the play as it unfolds.
- B. Students will use story mapping to keep track of the plot.
- C. Students will recognize and understand the key elements of drama. (stage directions, plot, character and dialogue)
- D. Students will write one-scene plays.

Goal 5: Students will be able to demonstrate an understanding of novels.

- A. Before reading, students will make predictions and activate prior knowledge.
- B. Students will read the novel Titanic Crossing both independently

and through read aloud.

- C. Students will identify basic facts and ideas using strategies to aid in comprehension.
- D. Students will read independently one reading workshop novel from the “Fairness” unit—see attached list.
- E. Students will identify and analyze author’s style and literary elements including character, setting, plot and theme.

Goal 6: Students will be able to expand their vocabulary skills.

- A. Students will practice using newly acquired vocabulary words.
- B. Students will identify and define words that they do not know from their reading workshop novels.
- C. Students will gain an understanding of synonyms, antonyms, homophones, homographs, root words and affixes.
- D. Students will utilize the dictionary and context clues in order to understand vocabulary.