

## Language Arts: Grade 6

<b>Text:</b>	<i>Elements of Literature: Introductory Course</i> (1997) Holt, Reinhart and Winston, Inc.: Orlando, FL.
<b>Supplemental Materials:</b>	<p><i>Hatchet</i> by Gary Paulsen  <i>The Devil's Arithmetic</i> by Jane Yolen  <i>Bridge to Terabithia</i> by Katherine Patterson  <i>The Lion, the Witch, and the Wardrobe</i> by C. S. Lewis  <i>Crispin: The Cross of Lead</i> by AVI  <i>The Phantom Tollbooth</i> by Norton Juster            Teacher-made worksheets, quizzes, projects, and tests  <i>Words-to-Go Vocabulary Book F</i> Perfection Learning</p>
<b>Course Description:</b>	This course is designed to: extend and deepen reading comprehension, fiction and non-fiction; to heighten literary appreciation and powers of inference; to stimulate an interest in reading and writing for pleasure; to improve the writing skills of students, developing an awareness of audience and purpose; to incorporate technology as a means to produce work and a valuable resource for research; to increase vocabulary and dictionary skills; to enhance decoding and word study skills, while instilling appreciation for the dynamic nature of language; to become more effective oral communicators.
<b>Methods of Evaluation:</b>	<ul style="list-style-type: none"> <li>A. Graded comprehension work in simple sentences, restating the question.</li> <li>B. Comprehension assignments, including research notes and paragraphs to describe or compare characters.</li> <li>C. Informative writing assignments, such as a poster or booklet.</li> <li>D. Creative writing assignments, including poems, writing as a character and descriptive writing.</li> <li>E. Oral/dramatic presentations to the class as individuals or as part of a group.</li> <li>F. End of nine week examinations.</li> <li>G. Weekly vocabulary quizzes and unit tests.</li> </ul>
<b>Pace of Instruction:</b>	<p>First Semester:</p> <ul style="list-style-type: none"> <li>I. Vocabulary and Spelling               <ul style="list-style-type: none"> <li>A. Units 1-15 Words to Go; 15 word lessons</li> </ul> </li> <li>II. Summer reading books:               <ul style="list-style-type: none"> <li>The Lion, the Witch and the Wardrobe</li> <li>Bridge to Terabithia</li> </ul> </li> <li>III. Class novel: <i>Hatchet</i> <ul style="list-style-type: none"> <li>Teacher prepared materials for general introduction.</li> <li>Poetry: Diamante and Cinquain.</li> </ul> </li> <li>IV. Class novel: <i>The Devil's Arithmetic</i> <ul style="list-style-type: none"> <li>The Bible, Book of Exodus</li> <li>Pre-selected websites for historical and cultural research</li> <li>Poetry: Free verse.</li> <li>Personal reader: novel of choice.</li> </ul> </li> </ul>

	<p>Second Semester:</p> <ul style="list-style-type: none"> <li>I. Vocabulary and Spelling <ul style="list-style-type: none"> <li>A. Units 16-30 Words to Go; 15 word lessons</li> </ul> </li> <li>II. Class novel: Crispin, the Cross of Lead <ul style="list-style-type: none"> <li>Pre-selected websites for historical research</li> <li>Teacher-prepared worksheets for vocabulary from the novel</li> <li>Personal reader: novel of choice.</li> </ul> </li> <li>III. Class novel: The Phantom Tollbooth <ul style="list-style-type: none"> <li>Teacher-prepared material on homonyms</li> <li>Teacher-prepared worksheets for vocabulary from the novel</li> <li>Poetry: Nonsense verse and limerick</li> <li>Pre-selected websites for cultural research booklet</li> </ul> </li> <li>IV. Folktales, Fables, Fairy Tales, and Myths <ul style="list-style-type: none"> <li>A. Selections from class text</li> </ul> </li> <li>V. Short Stories <ul style="list-style-type: none"> <li>A. Selections from class text</li> </ul> </li> </ul>
<p>Course Objectives:</p>	<ul style="list-style-type: none"> <li>A. To extend and deepen reading comprehension : <ol style="list-style-type: none"> <li>1. To think about, write, and listen to main idea/details in literature.</li> <li>2. To understand sequence of events.</li> <li>3. To understand cause and effect.</li> <li>4. To predict outcomes.</li> <li>5. To define and explain word reference.</li> <li>6. To construct and organize meaning of passages.</li> <li>7. To compare and contrast passages.</li> <li>8. To draw logical conclusions, based upon evidence.</li> <li>9. To be able to infer that which is not directly stated.</li> <li>10. To distinguish between fact and opinion.</li> <li>11. To read for facts: comprehension, information retrieval.</li> </ol> </li> <li>B. To heighten literary appreciation: <ol style="list-style-type: none"> <li>1. To explore ideas of interesting people, places and things from the past, present and future through oral and silent reading.</li> <li>2. To provide experiences to allow students to build upon an ever-growing body of knowledge across the curriculum.</li> <li>3. To invite questions and an exchange of personal opinions in a supportive and mutually respectful environment.</li> <li>4. To trace character development and consider character situation and motivation in order to encourage empathy.</li> <li>5. To develop inference and support ideas by close reference to the text.</li> <li>6. To begin to appreciate how opinions may change.</li> <li>7. To identify setting and its importance to the story or novel.</li> <li>8. To identify point of view and narrative voice, and consider its significance and bias.</li> <li>9. To identify theme (possibly multiple themes) or moral of a story.</li> <li>10. To explore meaning of figurative language such as simile or</li> </ol> </li> </ul>

metaphor.

11. To identify and begin to appreciate elements of style: how a writer achieves a particular effect or elements of characterization.
  12. To select reading materials based on personal interests.
- C. To improve the writing skills of students:
1. To promote the correct use of Standard English in written work.
  2. To use webbing or mapping to develop and organize ideas.
  3. To encourage students to experiment with new vocabulary.
  4. To use writing process to develop and review structure and sequence.
  5. To write effective sentences, including topic and supportive sentences of paragraphs.
  6. To consider the significance of audience and purpose when writing.
  7. To apply those elements considered to comprise good writing, such as attention to detail or use of adjectives in description.
  8. To demonstrate ability to organize ideas and to answer a discussion or essay question fully.
  9. To emphasize the importance of presentation: handwriting, format, general appearance.
  10. To adapt point of view and style in order to write as a character.
  11. To compose a book review following a standard format.
  12. To write original poetry using sensory details and figurative language.
  13. To write different types of poetry, including cinquain, haiku, acrostic, diamante and free verse.
- D. To increase vocabulary and dictionary skills.
1. To promote the use of a dictionary and thesaurus.
  2. To define and understand words from Words-to-Go.
  3. To be able to explain selected synonyms and antonyms.
  4. To use vocabulary words successfully in speaking and writing.
  5. To identify parts of speech and their impact in writing.
  6. To identify words from Latin and Greek that are derivatives of English.
  7. To identify and review spelling patterns and commonly misspelled words.
  8. To identify and list homographs and homophones.
  9. To increase understanding and use of literary vocabulary.
- E. To enhance decoding and word study skills:
1. To identify a prefix and suffix.
  2. To define meaning of affix.
  3. To identify and define selected root words.
  4. To decipher word meanings using context clues.
- F. To become more effective oral communicators:
1. To express ideas in a variety of oral contexts and apply

	<p>listening skills in the discussion and analysis of spoken ideas.</p> <ol style="list-style-type: none"><li data-bbox="561 176 1341 243">2. To present information in a way that is clear, informative and interesting.</li><li data-bbox="561 247 1373 281">3. To give oral or dramatic presentations for various purposes.</li></ol>
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