

Language Arts—Grade 6

Component	Objectives	Competency
<p>Reading/ Literature</p>	<p>All of the following objectives support competencies A and B</p> <ol style="list-style-type: none"> 1. Reads, views, listens to, and discusses a variety of multicultural materials to gain new experiences and insights as well as a deeper understanding and appreciation of self and others 2. Reads fluently a variety of materials at and above grade level, and monitors own comprehension through the use of appropriate comprehension strategies, using appropriate settings such as flexible groups, rereading, paired and other interactive reading activities 3. Reads independently or as part of a class study five books per nine-week period, at an appropriate reading level, reflecting a variety of genres and cultural perspectives, and understanding the ways culture and time period influence a literary work. 4. Listens to a diverse selection of literature read aloud 5. Sets purposes for reading and makes predictions about purpose and organization using background knowledge and text structure knowledge such as previewing and scanning text headings and using text features such as bold type, subtitles, margin notes, and chapter divisions 6. Sets purposes for reading by predicting ideas or events that may take place in the text, giving rationales for predictions, and confirming or discussing predictions as the story progresses 7. Applies reading strategies within and across selections: Monitors own reading by correction miscues (pronunciation errors), rereading, skimming, self-questioning, creating visual images, responding in writing, and summarizing Identifies main ideas (either stated or implied) with supporting details 	<ol style="list-style-type: none"> A. After independently reading selections from two different genres, selected from fiction and nonfiction, such as fables, folktales, legends, biographies, or autobiographies, the student will create a visual or a graphic product in preparation for writing and will compose a written piece of at least three paragraphs or which <ol style="list-style-type: none"> a. identifies the two genres and the characteristics of each and B. cites other pieces of literature, read in class or independently, which are examples of each genre. B. After independently reading a fiction selection at or above sixth grade reading level, the student will demonstrate an understanding of fictional elements and author’s craft by creating a graphic and writing an essay of three or more paragraphs which: <ol style="list-style-type: none"> A .identifies the theme. B. shows how characterization, plot, and setting as well as techniques such as foreshadowing, flashback, irony, and metaphor can support the theme and contribute to the meaning of the story. C. After independently reading a <u>nonfiction</u> selection at or above sixth grade reading level, the student will demonstrate comprehension by <ol style="list-style-type: none"> a. selecting and completing the most appropriate graphic organizer, such as a Venn diagram (compare/contrast), flow chart/timeline (sequence), or main idea table (main idea-details) b. including a written explanation of that graphic choice C. composing an original non-fiction piece which parallels the structure of the given selection

	<p>perceives relationships (e.g., cause/effect, comparison/contrast, analogies) Distinguishes between fact and opinion examines text for strong vs. weak arguments makes inferences and generalizations about what is read and supports them with evidence from text and experience</p> <p>9. Applies reading/critical thinking skills, with emphasis on recognizing persuasive techniques in text, classifying/categorizing, clarifying information, using evidence from a selection to support opinion</p> <p>10. Identifies author's purpose and perspective (personal point of view or bias) and supports it with examples from the text</p> <p>11. Studies authors and works and analyzes the ways writers organize and present ideas (e.g., chronologically, comparison/contrast, cause/ effect)</p> <p>12. Reads teacher-suggested or self-selected books for a sustained period on a regular basis each day</p> <p>13. Reads and identifies literary forms, such as poetry, short stories, fables, folktales, myths, novels, essays, drama, biographies and autobiographies, with the emphasis on biography/autobiography, poetry, and the oral tradition (fables, folktales, legends)</p> <p>14. Understands the function of story elements, to include characterization, plot, (conflict/problem, events, climax, resolution), setting, theme</p> <p>15. Recognizes elements of author's craft, such as foreshadowing, flashbacks, irony, metaphors, similes, word choice, dialect and sensory language, and creates a graphic organizer that represents the complex elements of plot in a literary text</p> <p>16. Responds to and interprets materials read in a variety of ways, such as class and small group discussion, writing, graphics, music, drama, multimedia presentations</p> <p>17. Demonstrates an understanding of the connection between reading and writing, through such writing as</p>	
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	reader response and self-generated questions (literal and inferential)	
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Composition	<ol style="list-style-type: none"> 1. Engages daily in both self-initiated and teacher-directed writing for a variety of purposes to be reflected upon or shared 2. Uses aspects of the writing process (and conferencing as appropriate) <ul style="list-style-type: none"> · prewriting (brainstorming, listing, reading, etc.) to collect data and to develop a plan of organization by focusing, questioning, categorizing, sequencing) · drafting · revising (reading and reflecting by author as well as by conferencing with peer or teacher, to add, substitute, delete, and/or move words or phrases to clarify author’s meaning for reader) · editing (applying conventions of Standard English) by author, peer author, peers, teacher-author, or teacher) 3. Drafts and revises self-generated pieces of writing which: <ul style="list-style-type: none"> · identify audience and purpose · focus on a central idea or topic and uses sufficiently developed relevant supporting details · demonstrate a commitment to and an involvement with the subject that engages the reader · use an appropriate organizational pattern with a beginning, middle, and end and transitional devices · contain a variety of sentence lengths and patterns · revise draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details · exhibit word choices, including figurative language, that are correct and appropriate to audience, purpose, subject, and point of view 4. Edits pieces of self and peer generated writing to follow conventions of Standard English: correct verb choice, such as subject/verb agreement and number agreement correct pronoun reference and use correct punctuation correct capitalization correct spelling of words appropriate to vocabulary range legible handwriting final draft for publication when appropriate 	<ol style="list-style-type: none"> A. After maintaining a portfolio of writing, the student will prepare a “presentation portfolio” that will include, but will not be limited to: <ol style="list-style-type: none"> a. products that reflect the writing process b. Four pieces of polished writing in a variety of modes, and including narrative! expressive, expository, and persuasive written pieces c. a written explanation for each choice D. a written introduction to the portfolio in which the student evaluates what this body of work reflects him/her as a writer. B. In response to a narrative, expository, or persuasive prompt, the student will produce a piece of writing of three or more paragraphs. The piece should: <ol style="list-style-type: none"> a. focus on the topic, excluding extraneous information b. maintain an organizational pattern for the reader to follow C. contain supporting ideas that are developed and elaborated through the use of details, examples, and vivid language

	<p>5. Writes in a variety of modes: expository, such as directions, explanations, reports, plans for projects, steps in a process persuasive, like commercials, advertisements, letters, essays. Narrative/expressive, such as journals, narratives, poetry, drama uses creative writing strategies appropriate to the format (e.g., using appropriate voice, descriptive language to clarify ideas and create vivid images, and elements of style, such as appropriate tone</p> <p>6. Produces a piece of writing which analyzes a literary character</p> <p>7. Produces a piece of writing that conveys a message related to a prompt or an essay question</p> <p>8. Uses a variety of technology as appropriate in the writing process</p> <p>9. Writes notes, outlines, comments and observations that reflect comprehension of sixth grade level or higher from a variety of media</p> <p>10. Maintains a portfolio of writing (selected by author, teacher/author, or teacher), containing pieces in progress and finished products, and evaluates them to reflect growth in writing</p>	
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Language/Word Study	<ol style="list-style-type: none"> 1. Increases grade appropriate vocabulary daily using a variety of diverse materials for reading, writing, speaking, and listening activities 2. Acquires and strengthens a personal, active vocabulary in speaking and writing in an interdisciplinary/integrated context 3. Knows when to use formal and informal English based on audience and purpose 4. Uses context of sentence, paragraph, or passage to understand unfamiliar words and to choose appropriate meanings for words with multiple meanings 5. Identifies and uses analogies 6. Uses structural analysis to construct meaning, such as prefixes, suffixes, root words, possessives, plurals, verb lenses, etymologies as strategies to understand word meanings 7. Understands and uses synonyms, antonyms, and homonyms 8. Recognizes the variety of cultural vocabularies and dialects and identifies slang, both past and present 9. Recognizes sexism and physical and cultural bias in oral and written language, as well as in pictures 10. Distinguishes denotative and connotative meanings of words. 	<p>A. The student will have the choice of demonstrating acquisition of expanded vocabulary by either rewriting a piece written at the beginning of the year in response to a prompt, revising for the following:</p> <ol style="list-style-type: none"> a. vivid precise verbs b. figurative language (similes/metaphors) c. rich word choice (nouns, modifiers) d. elaboration of details <p style="text-align: center;">or</p> <p>writing an original selection either in response to a similar prompt, or of his or her own choice, incorporating the following:</p> <ol style="list-style-type: none"> a. vivid precise verbs b. figurative language (similes/metaphors) c. rich word choice (nouns, modifiers) d. elaboration of details

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Listening/Speaking/Viewing	<ol style="list-style-type: none"> 1. Recognizes and appreciates cultural similarities and differences among people as expressed in their communication behavior 2. Recognizes the purposes and motivations of the speaker, identifies the occasion and audience, and purposes for speaking 3. Formulates questions that clarify meaning and participates in class discussions that include higher level thinking such as analysis, synthesis, and evaluation 4. Participates as a contributor and occasionally acts as a leader in a group discussion 5. Gives or follows a set of oral or visual directions 6. Recognizes and uses verbal (inflection, point of view) and nonverbal (facial expression, body language) cues that affect meaning 7. Understands how mass media may enhance or manipulate information 8. Gives oral presentations, with an emphasis on the oral tradition, with a beginning, middle and end and that appropriately addresses the audience through storytelling, news broadcasts, dramatizations, interviews, poetry reading, memorized poems and/or passages. 	<p>A. The student, will independently develop and deliver an oral report or presentation at least three minutes long which:</p> <ol style="list-style-type: none"> a. retells a fable, folktale, or legend b. uses language and verbal and non-verbal delivery techniques suitable to audience and purpose c. takes a form such as a report, story telling, news broadcasts, dramatization, interview, poetry reading, and/or memorized poem or passage d. is evaluated by self and peers using appropriate criteria

