



## **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,