

# **COURSE PROFICIENCY OUTLINE LANGUAGE ARTS, GRADE SIX**

## **PURPOSE**

The language arts program in grade six continues teaching skills in the curricular strands of reading, writing, listening, speaking, and viewing. The focus of the program is to build further independence in each of these five areas. As new concepts add to prior learning, students learn to see how the parts interconnect. Through a sequential approach, students develop communication tools that they can use effectively.

Vocabulary development, study skills, and new literature are integrated throughout the year. The various materials and activities provide an eclectic program for the instruction of functional reading skills while promoting reading enjoyment.

## **I. STUDENT OUTCOMES** State Standards 3.1, 3.2, 3.3, 3.4, 3.5 Workplace readiness Standards 1,2,3,4

As developmentally appropriate, students will:

- A. further develop skills in writing, speaking, reading, listening, and viewing by using and exploring language in its many directions.
- B. begin to learn skills necessary to interpret, analyze, and critique text.
- C. demonstrate an ability to manage information, take notes, and construct some meaning through analysis, discussion, interpretation, inference, and generalizations utilizing a wide variety of materials.

## **II. CONTENT** State Standards 3.1, 3.2, 3.3, 3.4, 3.5 Workplace Readiness Standards 1,2,3,4

- A. Grammar and Mechanics
  - 1. Identification of Eight Parts of Speech
    - a. noun: plurals/basic possessive rules
    - b. verb: action/linking/helping/main verbs/phrases
    - c. pronoun: personal pronouns/antecedents
    - d. preposition: identification of phrases
    - e. interjection
    - f. conjunction: coordinating

- g. adjective
- h. adverb
- 2. Identification of subject/verb
- 3. Identification of simple/compound sentence
- 4. Identification of sentence/fragment/run-on
- 5. Basic punctuation, including dialogue
- 6. Basic capitalization

#### B. Word Analysis

- 1. Base word/ Prefix/ Suffix
- 2. Context clues
- 3. Combining forms

#### C. Vocabulary Development

- 1. Word meaning
- 2. Classification
- 3. Synonyms/ Antonyms
- 4. Analogies

#### D. Fluency

- 1. Read at both independent and instructional level
- 2. Read orally and silently
- 3. Adjust reading rate based on purpose of activity
- 4. Demonstrate characteristics of fluent and effective reading

#### E. Writing

- 1. Use listening, speaking, reading, and viewing to assist with the writing process (prewrite, draft, revise, edit, publish)
- 2. Write from experiences, thoughts, and feelings through journals
- 3. Write collaboratively and independently
- 4. Write on self-selected topics in a variety of forms
- 5. Edit and evaluate writing through peer editing and review
- 6. Edit writing for appropriate syntax, spelling, grammar, usage, and punctuation
- 7. Publish writing in a variety of formats

#### F. Study, Inquiry, Research

- 1. Form relevant questions/ ideas for research
- 2. Use text graphic organizers to locate/organize information
- 3. Research and use information from technology
- 4. Develop effective test taking skills

5. Draw conclusions from information gathered
6. Take notes, record assignments, develop effective study skills

#### G. Comprehension

1. Use prior knowledge/ experience
2. Retell or act out events in stories
3. Make and explain inferences: cause/effect, predictions, drawing conclusions
4. Determine important ideas/details, fact/opinion
5. Identify similarities in topics, characters, problems, themes
6. Represent story information by graphic organizers (maps, charts, timelines, etc.)

#### H. Literary Appreciation

1. Read fiction/ nonfiction, poetry for pleasure and information
2. Read classic and contemporary works from varied genre
3. Read multicultural selections
4. Read from electronic sources a variety of information

### III. ACTIVITIES/ MATERIALS

#### A. Texts

1. *Prentice Hall Literature/ New Jersey Penguin Edition, Grade 6, Pearson/Prentice Hall*
2. Trade books: Theme related trade books appropriate for grade appropriate reading as individuals or within a flexible group setting/ literature circles.
3. *Wordly Wise* (Level 3), Educational Design Co.
4. *Vocabulary Workshop* (Level A), Sadlier-Oxford Co.

#### B. Classwork

1. Lectures, discussion, audio-visual materials, class texts, and supplementary reading materials will be utilized.
2. Skills in reading, writing, listening, viewing, and critical thinking will be stressed.
3. Assignments, quizzes, and tests will be graded and reviewed by teacher and pupils.

#### **IV. EVALUATION**

- A. Students will be expected to complete homework and class work assignments on time.
- B. Students will be expected to participate in class
- C. Students will be expected to study for and complete tests and quizzes
- D. Students will be expected to bring text, pencil or pen, and other necessary materials to class.
- E. The final grade represents the teacher's professional judgment of the student's performance. All of the aforementioned activities and/or requirements are included in the evaluation process.

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