

Language Arts 6 (1) - DRAFT

STRAND	SUBSTRAND	STANDARD	BENCHMARK	ESSENTIAL ELEMENTS	MATERIALS / RESOURCES	ASSESSMENTS
Reading and Literature	Word Recognition, Analysis, and Fluency	The student will read with accuracy and fluency.	<p>Read unfamiliar complex and multi-syllabic words using advanced phonetic analysis and structural analysis.</p> <p>Read narrative and expository text with fluency, accuracy and appropriate pacing.</p> <p>Apply correct word pronunciation and inflection.</p>	Increase vocab	Reading street – each lesson has new vocab	<p>Vocab quizzes</p> <p>End of unit test</p> <p>Selection tests</p>
	Vocabulary Expansion	The student will use a variety of strategies to expand reading, listening and speaking vocabularies.	<p>Acquire, understand and use new vocabulary through explicit vocabulary instruction and independent reading.</p> <p>Analyze word structure and use cueing systems to understand new words.</p> <p>Determine pronunciations, meanings and alternate word choices through the use of dictionaries, thesauruses and electronic tools.</p> <p>Determine the meaning of unknown words using knowledge of common Greek and Latin roots, suffixes and prefixes.</p> <p>Recognize and interpret similes, metaphors, and words with multiple meanings.</p>	<p>Increase vocab</p> <p>Identify Greek/Latin prefixes and suffixes</p>	<p>Reading Street lessons/practice book (ongoing throughout series)</p> <p>Reading Street lessons/practice book (ongoing throughout series)</p>	<p>Vocab quizzes</p> <p>End of unit test</p> <p>Selection tests</p> <p>Quizzes</p> <p>End of unit tests</p> <p>Selection tests</p>
	Comprehension	The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.	<p>Summarize and paraphrase what is read.</p> <p>Recall and use prior learning and preview text to prepare for reading.</p> <p>Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read.</p> <p>Apply a range of monitoring strategies and self-correction methods.</p> <p>Identify the main idea and supporting details.</p> <p>Retell significant sequences of events or ideas.</p>	<p>Summarize short stories and articles</p> <p>Reading strategies</p> <p>Recognize main</p>	<p>Reading Street (ongoing)</p> <p>Independent reading books</p> <p>Reading Street (ongoing)</p> <p>Reading Street</p>	<p>Written summaries</p> <p>Reading logs</p> <p>End of selection tests</p> <p>Unit test</p> <p>End of selection tests</p> <p>Unit test</p> <p>Book reports</p> <p>Reading logs</p> <p>End of selection</p>

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			<p>Distinguish fact from opinion and give examples from text.</p> <p>Identify the author's purpose (stated or implied), audience and message.</p> <p>Create outlines, logical notes and summaries across content areas.</p> <p>Use texts' structural features, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings across a range of subject areas to enhance comprehension.</p> <p>Utilize texts' organizational structures (narrative, expository, chronological, compare and contrast) and generate graphic organizers to organize, recall and summarize content.</p> <p>Compare and contrast information from different sources on the same topic.</p> <p>Critically read and evaluate to determine the author's purpose, point of view, audience and message.</p>	<p>idea and supporting details</p> <p>Recognize fact from opinion</p> <p>Identify author's purpose</p> <p>Apply structure elements for comprehension (Across curriculum)</p> <p>Use graphic organizers</p> <p>Recognize comparison/ Contrasting info</p> <p>Identify author's purpose</p>	<p>(ongoing) Independent reading books</p> <p>Reading Street (ongoing) Practice book</p> <p>Reading Street (ongoing) Practice book</p> <p>Reading Street (ongoing) Practice book</p> <p>Reading Street (ongoing) Practice book</p> <p>Reading Street (ongoing) Practice book</p> <p>Reading Street (ongoing) Practice book</p> <p>Reading Street (ongoing) Practice book</p>	<p>tests Unit test Book reports Reading logs</p> <p>End of selection tests Unit test</p> <p>End of selection tests Unit test</p> <p>End of selection tests Unit test</p> <p>End of selection tests Unit test</p> <p>End of selection tests Unit test</p> <p>End of selection tests Unit test</p> <p>End of selection tests Unit test</p>
	Literature	The student will	Read a variety of high quality, traditional,	Guided	Independent reading	Reading logs

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		actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.	<p>classical and contemporary literary works specific to America, as well as significant works from other countries.</p> <p>Identify and describe the characteristics of various genres.</p> <p>Identify and describe the relationships among elements of fiction including setting, character, plot, conflict/resolution, theme and tone.</p> <p>Analyze characters through identifying thoughts, words, actions and narrator's description.</p> <p>Describe how figurative language (such as simile and metaphor) and literary devices contribute to the meaning of a text.</p> <p>Relate a given literary work to historical events (place, time and custom).</p> <p>Describe how meaning is conveyed in poetry the author's stylistic choices.</p> <p>Respond to literature using ideas and details from the text to support reactions and make literary connections.</p> <p>Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.</p>	<p>independent reading</p> <p>Recognize character traits</p> <p>Identify story elements</p> <p>Able to describe main characters</p> <p>Identify and explain simile and metaphor</p> <p>Increase independent reading</p>	<p>books</p> <p>Reading Street (ongoing) Practice Book</p> <p>Reading Street (ongoing) Practice Book</p> <p>Independent readers Reading Street (ongoing) Character Sketches</p> <p>Grade appropriate reading choices Literature circles</p>	<p>Book reports</p> <p>End of selection test Unit tests</p> <p>End of selection test Unit tests</p> <p>End of selection test Unit tests Book reports Summaries</p> <p>Reading logs Book reports Power point book report Reading posters Book jackets</p>
Writing	Types of Writing	The student will create informative, expressive and persuasive writing.	Write frequently in a variety of forms, including but not limited to the following: poems, stories, plays, essays, journals, letters, directions, editorials, business communications and reports. <i>By the end of grade 8, The student will have written in all of the forms listed.</i>	<p>Descriptive writing</p> <p>Personal Narrative</p> <p>Technical Writing</p> <p>Personal Narrative</p>	<p>"A Place of My Own"</p> <p>"Yucky Writing"</p> <p>"Summer Letter"</p> <p>"Autobiography Memoir- 6.1</p> <p>Reading Street</p> <p>"How to Make a Peanut Butter Sandwich"</p>	<p>Final essay rubric</p> <p>Final essay rubric</p> <p>Publisher pamphlet</p>

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				Research Story	<p>"Freedom Essay" "DARE Essay" 6.1 Reading Street 6.2 and 6.4 Reading Street 6.4 Reading Street</p>	Final Essay Rubric
Elements of Composition	The student will engage in a writing process, with attention to organization, focus, quality of ideas and a purpose.	<p>Create multiple paragraph compositions that state, maintain and use details in a logical order to support a main idea.</p> <p>Create narratives that develop settings, people/characters, dialogue and conflicts using descriptive, concrete language to engage audiences.</p> <p>Create informative reports, including gathering material, formulating ideas based on gathered material, organizing information, and editing for logical progression.</p> <p>Use composing processes to develop writing, including:                      a. prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus                      b. drafting – organizing, supporting and putting ideas into sentences and paragraphs                      c. revising – improving the quality of content, organization, sentence structure and word choice                      d. editing – correcting errors in spelling and grammar                      e. publishing – producing a document and sharing the writing with the audience.</p> <p>Consider the intended audience when composing text.</p>	<p>Writing a paragraph</p> <ul style="list-style-type: none"> <li>*topic sentence</li> <li>*Supporting details</li> <li>*Clincher sentence</li> <li>*Chronological order</li> <li>*Space Order</li> </ul> <p>*Descriptive *Narrative *Persuasive</p> <p>*Comparison/ Contrast</p> <p>Writing Process</p> <ul style="list-style-type: none"> <li>*Prewriting</li> <li>*Planning/outline/1<sup>st</sup> person</li> <li>*rough draft"</li> <li>* Revising/proofing</li> <li>* Final draft</li> </ul>	<p>Organizing Paragraphs – 6.1 Reading Street</p> <p>"After School Routine" "A Place of My Own" "Yucky Writing" Multiple writing prompts</p> <p>6.5 Reading Street Letter to principal 6.3 Reading Street</p> <p>Multiple writing prompts</p>	<p>Paragraph Rubric</p> <p>Paragraph Rubric</p> <p>Paragraph Rubric</p> <p>Paragraph Rubric</p> <p>Paragraph Rubric</p> <p>Rubric for each prompt – varies from year to year</p>	
Spelling, Grammar, and Usage	The student will apply standard English conventions when writing. <i>(Use of standard English conventions is necessary to</i>	<p>Compose complete sentences when writing.</p> <p>Edit writing for correct spelling and sentence clarity.</p> <p>Apply grammar conventions correctly in writing, including:                      a. consistent verb tense                      b. subject and verb agreement with simple</p>	<p>Types of Sentences</p> <ul style="list-style-type: none"> <li>*Recognizing sentences</li> <li>*Declarative</li> <li>*Interrogative</li> <li>*Imperative</li> <li>*Exclamatory</li> </ul> <p>Weekly Daily Oral</p>	The Grammar and Writing Book (Scott Forsman) Lessons 1-4	Test Sentence rubric	

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		<p><i>help a writer convey meaning to the reader. Spelling, grammar, and usage may be taught as a separate unit as well as integrated into teaching writing processes.)</i></p>	<p>and compound subjects  c. nominative case  d. objective, and possessive pronouns  e. subject and verb agreement when interrupted by a phrase.</p> <p>Apply punctuation conventions correctly in writing, including:  a. apostrophes  b. semi-colon  c. capitalization of proper nouns  d. abbreviations  e. sentence beginnings and first words in quotes  f. commas (after opening words, in compound sentences, and after subordinating conjunctions)  g. quotation marks (to identify dialogue).</p>	<p>Language (DOL)</p> <p>Parts of Sentences  *Complete and simple subject and predicate  *Using compound subjects and predicates  *Expanding sentences  *Simple.Compound/Complex Sent.  *Subject/verb agreement</p> <p>Daily Oral Language  *Capitalization  *Plurals  *Abbreviations  *Numbers  *Word usage  *Commonly mixed Pairs  *End punctuation  *Commas  *Quotations marks</p>	<p>Weekly DOL, Daily lessons  The Grammar and Writing Book  Lessons 1-4,8-9</p> <p>The Grammar and Writing Book  Daily Oral Language drill</p>	<p>Quizzes  Tests</p> <p>Sentence writing  Practice book  Tests</p> <p>Application  Weekly practice  Quizzes</p>
	Research	<p>The student will locate and use information in reference materials.</p>	<p>Gather and synthesize information from a variety of sources, including electronic and print.</p> <p>Clarify an understanding of text by creating outlines, logical notes and summaries across content areas.</p> <p>Cite sources for both quoted and paraphrased information in a bibliography when writing a research report.</p> <p>Define plagiarism and avoid its use.</p>	<p>Research:  * choose topic  *find relevant sources  *notetaking  *organizing notes  *rough draft  *revise and proof  *final draft  *bibliography</p>	<p>Adequate media time  Variety of sources through media</p>	<p>Final research paper rubric</p>
	Handwriting and Word	<p>The student will write legibly and</p>	<p>Write legibly in cursive.</p>	<p>Not required in 6<sup>th</sup> grade</p>		

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	Processing	demonstrate effective keyboarding skills.	Format handwritten and word-processed documents correctly.	KoMet final draft format followed	Various writing assignments	End product
Speaking, Listening, and Viewing	Speaking and Listening	Students will demonstrate understanding and communicate effectively through listening and speaking.	<p>Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.</p> <p>Know and apply listening rules and expectations for formal settings and demonstrate comprehension.</p> <p>Actively listen and comprehend messages.</p> <p>Apply assessment criteria to self-evaluate oral presentations.</p> <p>Distinguish between a speaker's opinion and verifiable facts.</p> <p>Orally communicate information, opinions and ideas effectively to different audiences for a variety of purposes.</p> <p>Perform expressive oral readings of prose, poetry or drama.</p>	<p>Delivery and practice through:</p> <ul style="list-style-type: none"> <li>*discussions/ sharing</li> <li>*Sharing written compositions</li> <li>*Power point presentations</li> <li>*Demonstrations</li> </ul>	<p>Discussions/ sharing</p> <ul style="list-style-type: none"> <li>*Sharing written compositions</li> <li>*Power point presentations</li> <li>*Demonstrations</li> </ul>	Various rubrics
	Media Literacy	The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.	<p>Identify distinctions in how information is presented in print and non-print materials.</p> <p>Evaluate the accuracy and credibility of information found on Internet sites.</p> <p>Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.</p>	Able to apply through research paper	<p>Available time in Media</p> <p>Various media sources depending on topic</p>	Final research paper rubric