

## SIXTH GRADE LANGUAGE ARTS

Quarter	UNITS OR THEMES	INSTRUCTIONAL STRATEGIES	FORMS OF ASSESSMENT	STANDARDS
<b>QUARTER ONE</b>	<p>Students will read two novels this quarter :</p> <p>1) <u>The Sea of Monsters</u> by Rick Riordan A fantasy based loosely on Greek mythology.</p> <p>2. <u>A book of choice from a selection to be read in small groups.</u></p> <p>Students will write 1 piece of published work:</p> <p>1. <u>A personal narrative</u></p>	<p>Recognize and analyse the elements of a fantasy</p> <p>Describe how author creates mood and meaning through word choice and figurative language.</p> <p>Pick out the main elements in a story's plot and how they influence future action.</p> <p>Consider conflict in the story, and how the antagonist overcomes the protagonist.</p> <p>Use Literary Circles as a means of discussing the novel.</p> <p>Predicting what happens next.</p>	<p>Daily discussions of chapters read. Whole class as well as small group discussions.</p> <p>Written answers to questions. Written summary of story.</p> <p>Vocabulary daily work Vocabulary quizzes and final test.</p> <p>Language usage work Demonstration of skills in written work.</p>	<p>Std. 1 - Read fluently, with understanding at or above 6<sup>th</sup> grade level.</p> <p>Respond to reading in written and oral form.</p> <p>Compare and contrast</p> <p>Develop ability to formulate questions about materials being read.</p> <p>Develop thinking skills through discussion</p> <p>Interpret the use of figurative language, such a similes and metaphors.</p> <p>Std. 2 - Develop understanding and usage of vocabulary</p> <p>Std.3 – Choose and develop an idea that sustains the audience's attention (IDEAS trait) Model the elements of a writing genre</p> <p>Std. 4 – Demonstrate proper spelling and language usage</p> <p>Std. 5 – Perform a quality presentation of written, graphic, and/or oral work.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">QUARTER TWO</p>	<p>Students will read two historical novels this quarter.</p> <p>1) <u>The Rock and the River</u> by Kekla Magoon</p> <p>2) <u>One Crazy Summer</u> by Rita Williams-Garcia</p> <p>Students will write a persuasive paper and practice outlining of researched information</p>	<p>Increase the student's appreciation of different genres of literature.</p> <p>Increase the student's understanding of differing points of view on the same subject</p> <p>Help the student develop reading strategies for meaning and acquiring new vocabulary.</p> <p>Help student develop reading fluency.</p>	<p>Compare and contrast science fiction with historical fiction.</p> <p>Daily discussions of chapters read. Whole class as well as small group discussions.</p> <p>Written answers to questions. Written summary of story.</p> <p>Vocabulary daily work Vocabulary quizzes and final test.</p> <p>Language usage work Demonstration of skills in written work.</p> <p>Practice reading orally with a partner to develop fluency.</p> <p>Discuss as a class how different authors approach character development.</p> <p>Make a chart of characters actions to contrast / compare.</p>	<p>Std. 1 - Read books in multiple genres.</p> <p>Change interpretation based on new information or past experiences.</p> <p>Std. 2- Develop understanding and usage of vocabulary</p> <p>Develop and demonstrate effective word choice to convey a message (WORD CHOICE trait)</p> <p>Std. 3 – Model the elements of a writing genre</p> <p>Students use written language to accomplish their own purposes. (e.g. for learning, enjoyment, persuasion, and the exchange of information.)</p> <p>Std. 4 – Demonstrate proper spelling and language usage</p> <p>Std. 5 – Perform a quality presentation of written, graphic, and/or oral work.</p>
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<p style="text-align: center;"><b>QUARTER THREE</b></p>	<p>Students will read two novels :</p> <p>1. <u>A biography or autobiography of their choice</u></p> <p>2. <u>A book of their choice from a new genre</u></p> <p>Students will write an expository paper in conjunction with their science fair project.</p>	<p>Help students with self-selection of books.</p> <p>Recognize the motivation behind selection of a novel.</p> <p>Evaluate the appropriateness of a selected novel for interest level and degree of challenge. Practice the 3 finger rule for vocabulary.</p>	<p>Written answers to questions. Written book review of story.</p> <p>Vocabulary daily work Vocabulary quizzes and final test.</p> <p>Language usage work Demonstration of skills in written work.</p> <p>Individual conferences with teacher</p>	<p>Std. 1 - Read books in a variety of genres.</p> <p>Evaluate book selection process and outcome based on interest and comprehension of the text.</p> <p>Std. 2 - Develop understanding and usage of vocabulary, including content specific vocabulary.</p> <p>Std. 3 – Develop and demonstrate the ORGANIZATON trait.</p> <p>Std. 4 - Demonstrate proper spelling and language usage</p> <p>Std. 5 – Perform a quality presentation of written, graphic, and/or oral work.</p>
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<p style="text-align: center;">Quarter 4</p>	<p>Students will read and write poetry. Oral History Project</p>	<p>Present a variety of poems and poets to help the student develop an appreciation of poetry</p> <p>Read about how to interview a person.</p> <p>Transcribe into written form, from a recorded interview.</p> <p>Choosing rich quotes to use to enhance the narrative of the oral history.</p> <p>Teach poetic devices such as: metaphors, similes, onomatopoeia, imagery, personification .</p>	<p>Vocabulary daily work Vocabulary quizzes and final test</p> <p>Various activities regarding interviewing.</p> <p>Written narrative from interview.</p> <p>Present an anthology of poetry in which: Students compare and contrast poems with similar topics,</p> <p>Recognize poetic devices, meter, and rhyme used in poems,</p> <p>Write their own poetry.</p> <p>Students recite poetry with expression, to show their understanding.</p> <p>Student composes a poem about their oral history subject.</p>	<p>Std. 1 – Demonstrate an understanding of a variety of poems, and the devices used in poetry.</p> <p>Std. 3 - Be able to transcribe recorded oral interview into a narrative form.</p> <p>Write a poem using strong imagery and other poetic devices.</p> <p>Std. 4 - Practice active listening, including making eye contact and asking focused questions.</p>
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## SIXTH GRADE GRAMMAR

Language Conventions	Knowledge of Language	Vocabulary	
<p><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><u>Nouns</u> Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p><b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>Maintain consistency in style and tone.*</p>	<p><b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b></p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p>Interpret figures of speech (e.g., personification) in context.</p> <p><u>b</u> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p> <p><b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p>

**SIXTH GRADE SPELLING**

<b>Spelling</b>	<b>Homonyms</b>		<b>Word Origins</b>
<p>The doubling rule Part II (p105)                      /us/ spelled us and ous (p108)                      /kul/ spelled cal and cle (p113)                      /ul/ spelled al and el (p116)                      Suffixes – able and –ible (p119)                      Homonyms (p142)                      Prefixes (p144)                      Bene- Mal- Un-                      Ir, il Dis                      Suffixes                      -ate -ify, -fy -ize                      -ment -tion, sion                      -ity -or, -ar, -er                      -ship -ish -some -ful                      -less</p>	<p>All/awl                      Alter/altar                      Assistance/assistants                      Bell/belle                      Berth/birth                      Bow/bough                      Browse/brows                      Ceiling/sealing                      Cord/chord                      Cue/queue                      Currant/current                      Earn/urn                      Faint/feint                      Feat/feet                      Flair/flare                      Flew/flu/flue                      Foreward/forword                      Hall/haul                      Him/hymn                      Instance/instant                      Lay/lei                      Lessen/lesson                      Lie/lye                      Naval/navel                      Pedal/peddle/petal</p>	<p>Plait/plate                      Raise/rays/raze                      Serf/surf                      Slay/sleigh                      Step/steppe                      Suite/sweet                      Taught/taut                      Told/tolled                      Vale/veil                      Wave/waive                      Yoke/yolk</p>	<p>CEDE, CEED, SEDE, CESS                      ORB,                      CYC,                      SPHERE,                      SPEC, SPIC,                      VIS, VID, PHONO,                      PHON,                      AUD,                      SON, DIC, DICT,                      ORA,                      LOC,                      LOG,                      LOQU,                      MANU,                      PED, POD,                      CHRON, TEMP,                      PHIL,                      MORT</p>