

# Course Syllabus

## Language Arts, Grade 6

Grade 6 Language Arts, Final  
Guardian Angels School

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The ITBS Form A- Survey for reading and language arts measures the skills and achievement of students.

The Standards for the English Language Arts center around three core beliefs:

\* "First, Guardian Angels School believes that standards are needed to prepare students for the literacy requirements of the future as well as the present. Changes in technology and society have altered and will continue to alter the ways in which we use language to communicate and to think. Students must be prepared to meet these demands."

\* "Second, we believe that standards can articulate a shared vision of what the nation's teachers, literacy researchers, teacher educators, parents, and others expect students to attain in the English language arts, and what we can do to ensure that this vision is realized."

\* "Third, we believe that standards are necessary to promote high educational expectations for all students and to bridge the documented disparities that exist in educational opportunities. Standards can help us ensure that all students become informed citizens and participate fully in society."

In Language Arts, students concentrate on reading operations, writing, speaking, and listening. Students engage in projects which require them to apply language arts skills in real world contexts.

In this course students explore the world of reading, writing, speaking, and listening. Students engage in activities which require them to apply their knowledge of language structure by editing for language mechanics, usage, and cohesiveness. Course work includes working independently and in groups to complete projects, learning study and organizational skills, incorporating an increasing vocabulary to speaking and writing, applying word structure and context analysis to define words, demonstrating the writing process, and identifying and extending patterns found in written and spoken language. The course emphasizes the need for students to construct meaning from, and respond to, oral communication and reading selections, and to express ideas and opinions to others through speaking, writing, and drawings.

The Standards for the English Language Arts provide

twelve standards that are "intended to serve as guidelines that provide ample room for the kinds of innovation and creativity that are essential to teaching and learning."

### Genres

The Genres Unit includes identifying and comparing key characteristics of literary genres, as designated by a work's subject, theme, style, and time period. Some examples of genres are science fiction, poetry, drama, British literature, and multicultural literature.

- The learner will be able to make connections among sources, authors, and daily experiences by synthesizing information read in three entries of a particular resource (newspapers, magazines, books) and judging the information on specific criteria (set by teacher and/or student) such as the value of the information, how well the authors of the sources made and substantiated their points, etc.
- The learner will be able to demonstrate comprehension of nonfiction and fiction literary genres (fables, folktales, legends, biographies, autobiographies, poetry, short stories, novels, myths), and characteristics of each genre, by writing a compare/contrast essay which discusses two genres and sample literature from each of the two genres. This essay should include a thesis, support, elaboration on the elements of each piece of sample literature which makes them representative of the genre, and be three or more paragraphs in length.
- The learner will be able to begin to distinguish between the story and the author's intentions and methods for telling the story.
- The learner will be able to analyze short stories.

### Language Arts Processes

Language Arts Processes is an integrated language arts unit. It addresses multiple processes: reading, writing, speaking, listening, viewing, and representing. This unit includes language processes used in real-world, career, and other settings as well as traditional school settings. Language Arts Processes also deals with multiple forms of text: written, oral, and visual.

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- The learner will be able to use reading, writing, listening, speaking, and viewing processes to make connections among concepts addressed in science, social studies, math, and language arts content areas, and to communicate such connections to others.

### Language Expressions

The Language Expressions Unit focuses on language conventions, structure, usage, and language study. It also addresses parts of speech, figures of speech, syntax, paragraph and sentence structure, word agreement, modifiers, and grammar.

- The learner will be able to complete and/or edit a given sentence with the correct verb tense (including the present, past, future, present perfect, past perfect, future perfect, and present perfect progressive).
- The learner will be able to complete and/or edit a given sentence with the correct singular or plural form of the given verb (including present, present progressive, and past progressive).
- The learner will be able to define and interpret idioms.
- The learner will be able to combine a series of sentences by adding a phrase or clause, using conjunctions for smooth transitions, and using compound predicates, subjects, and objects.
- The learner will be able to recognize and correct errors in language expression.
- The learner will be able to show how similes are used in comparisons.
- The learner will be able to show how metaphors are used in comparisons.
- The learner will be able to demonstrate standard language usage.
- The learner will be able to edit a series of sentences for errors such as double negatives, verb forms, subject-verb agreement, redundancies, conciseness, and clarity.

### Language Mechanics

The Language Mechanics Unit includes comprehending and applying the rules that govern punctuation and capitalization when writing and editing written works.

- The learner will be able to use commas to separate a city and state in an address, follow a greeting in an informal letter, list items, punctuate a direct quote, and in dates.
- The learner will be able to use periods (in abbreviations and at the end of sentences), question marks, exclamation marks, commas (in letter openings/closings, dates, between cities and states, and with direct quotes), and apostrophes (possessives and contractions).
- The learner will be able to capitalize cities and states.
- The learner will be able to edit sentences for the correct use of colons.
- The learner will be able to identify the correct use of apostrophes and hyphens.
- The learner will be able to identify the correct punctuation.
- The learner will be able to use capitalization correctly.

### Listening

The Listening Unit includes identifying and distinguishing between sounds and patterns in sounds, constructing meaning from information delivered verbally, and understanding and responding to verbal information.

- The learner will be able to summarize oral presentations given by others, and respond appropriately to another by paraphrasing their point of view and providing counterpoints.
- The learner will be able to critique a speaker for speech content (ideas selected for speech, organization of ideas, facts and opinions given as support, appropriateness of topic for given audience).

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- The learner will be able to formulate questions which require a speaker to clarify meaning, analyze, and synthesize information.

### Media

The Media Unit includes the study of information and entertainment communications. Topics include: advertising, art, journalism, film, and media messages, forms and productions.

- The learner will be able to find information displayed in a sales advertisement.

### Reading Operations

The Reading Operations Unit includes constructing meaning from fiction and non-fiction selections at comprehension, application, analysis, synthesis, and judgment levels of understanding. It includes skills which address identifying, discussing, and comparing both concrete and abstract elements of selections (setting, plot, characterization, genre, historical period, theme, tone, moral message, and psychological and political implications)

- The learner will be able to recognize propaganda, various propaganda forms and strategies, and analyze the motivations behind specific acts of propaganda (in politics, advertising, history).
- The learner will be able to create written responses and graphics which convey an understanding of themes, characterization, plots, foreshadowing, flashbacks, irony, metaphors, similes, and various techniques authors use to catalyze action and move the story forward.
- The learner will be able to apply reading strategies (monitoring own reading, rereading, self-questioning, skimming, responding in writing, summarizing, listing events in sequential order, separating causes/effects and facts/opinions) to interpret literature.
- The learner will be able to interpret a variety of reading materials.

- The learner will be able to analyze and discuss cause and effect, fact and opinion, propaganda, and assumptions in literature, in small group settings, and in written responses.
- The learner will be able to consider book titles, chapter titles, illustrations, and prior exposure (to topics, genres, authors, time periods, etc.) as clues to constructing meaning.
- The learner will be able to maintain a reading response log which includes details from literary selections, and personal (emotional and intellectual) reactions to these details. The entries should demonstrate how the student relates universal themes in literature to daily life, and strategies the student uses to understand characters. The log might also include entries written after a class discussion on a literary selection. Such a log should be referred to by the student as a measure of the student's growth in literary analysis, and for ideas on more formal writing styles and topics for group discussions.
- The learner will be able to create murals, models, and other visual images which represent the synthesis of details and themes from a variety of literary selections.
- The learner will be able to write a brief response to a short passage which addresses the necessary points and details and shows an understanding of the passage.
- The learner will be able to make a Venn diagram, graph, table, flowchart, and other visual aids which organize information presented in a nonfiction piece. Such visual aids should reflect the main ideas, relevant supporting details, and the way such main ideas and supporting details are connected in the overall message of the nonfiction piece.
- The learner will be able to analyze the elements of a story (characters, setting, plot, mood, tone, climax, resolution) and how the elements are connected.
  - The learner will be able to understand facts in a reading selection.
  - The learner will be able to respond to written instructions in an informational story.

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- The learner will be able to understand and follow written instructions/directions.
- The learner will be able to draw conclusions about information in a diagram.
- The learner will be able to extend inference beyond passage information.
- The learner will be able to identify the main idea, events, and supporting details of passage.
- The learner will be able to find contrasts with passage elements.
- The learner will be able to make inferences about the elements of a story.
- The learner will be able to make comparisons between passage elements.
- The learner will be able to identify story setting.
- The learner will be able to make a generalization based on passage elements.
- The learner will be able to develop generalizations about short stories.

### Speaking

The Speaking Unit focuses on techniques and strategies (voice modulation, body language, ordering of ideas, visual aids, etc.) to convey meaning and to present information and opinions to groups. This unit includes formal and informal communication, debate skills, and verbal/nonverbal communication.

- The learner will be able to give organized, properly sequenced, and cohesive directions orally.
- The learner will be able to demonstrate an awareness of the elements to be considered when giving an oral presentation by writing a set of criteria to evaluate other presenters.
- The learner will be able to deliver an oral report, tell a legend, folktale, story, or fable, give a mock news broadcast or a report, participate in an interview, dramatize an event, or read a poem before a group utilizing rich language, speech intonations, timing,

gestures, eye contact, voice modulation, and precise pronunciation to emphasize key points and to communicate a message effectively.

### Spelling

The Spelling Unit includes studying language and word structure knowledge to discern the correct spelling of words. It includes skills related to editing passages for correct spelling by making connections between spelling, meaning, and structure.

- The learner will be able to develop a study method for learning how to spell new words (such as keeping a log of words misspelled frequently).
- The learner will be able to use the correct spelling with both long and short sounds of vowels.
- The learner will be able to correctly spell digraphs whose sound is controlled by the letter "r".
- The learner will be able to edit text for misspelled words.
- The learner will be able to correctly spell words that have double letters.
- The learner will be able to correctly spell words where an affix may or may not change the spelling of the root word.
- The learner will be able to correctly spell words which have a schwa sound.
- The learner will be able to correctly spell words that have silent letters.
- The learner will be able to correctly spell words whose sounds have multiple letter representations (graphemes).
- The learner will be able to spell words correctly.

### Study and Research Skills

The Study and Research Skills Unit includes developing organization and research skills needed to find appropriate resources, to judge resources as relevant or not relevant to a given topic, to categorize and synthesize information, to take notes in class, and to study for exams.

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- The learner will be able to formulate an investigative research project plan which details what will be investigated, when, and how, investigate a given topic using two or more resources, organize and synthesize the information from the sources, and write a paper or prepare a presentation which conveys the information in a cohesive manner.
- The learner will be able to investigate topics of interest at the school library.
- The learner will be able to read a dictionary entry and determine a word's syllabication, pronunciation, spelling, part of speech, use, origin, or definition.
- The learner will be able to follow directions and complete a form, such as an order form.
- The learner will be able to determine which information is found in an atlas, thesaurus, almanac, index, bibliography, dictionary, timetable, and telephone directory.
- The learner will be able to compare and analyze data displayed in a table.
- The learner will be able to define compound words in a sentence.
- The learner will be able to create and interpret analogies.
- The learner will be able to identify the vocabulary word that best completes a given sentence as read aloud by the teacher.
- The learner will be able to determine the meaning of a word through its relationship to another word.
- The learner will be able to determine the meaning of unfamiliar technical terms by analyzing the context (a paragraph or more) in which the words are used.
- The learner will be able to apply an understanding of vocabulary words.

### Vocabulary

The Vocabulary Unit includes studying and applying knowledge of word structure (bases and affixes), concrete analogies, synonyms, antonyms, and syllables. It also includes applying knowledge of connotation, denotation and words with multiple levels of meaning.

- The learner will be able to show comprehension of the English language by working on such application projects as creating analogies for words to demonstrate their multiple layers of meaning.
- The learner will be able to analyze unfamiliar words by breaking down the structure of words (affixes, bases) and reading the context in which the words are presented.
- The learner will be able to identify the prefix in a given word.

### Writing

The Writing Unit focuses on each stage of the writing process: prewriting, writing, revising, and publishing. It includes skills covering a variety of organizational formats and purposes for writing (communicating ideas, opinions, and feelings, clarifying thoughts, and solving problems). Some example writing formats are expository, narrative, poetry, and drama.

- The learner will be able to write narrative, expository, or persuasive essays which have a stated or implied thesis, exclude irrelevant details, include supporting details, examples, and vivid descriptions, follow a clear organizational pattern, and are eventually edited for grammar, punctuation, and spelling.
- The learner will be able to edit written works for subject-verb agreement, pronoun reference, punctuation, capitalization, and spelling.
- The learner will be able to proofread a given passage for punctuation, capitalization, interjections, quotes, endmarks, contractions, and proper nouns.
- The learner will be able to focus on the editing stage of the writing process by editing for sentence structure, punctuation, and figurative language to add power to a written message.

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- The learner will be able to compile a portfolio of writing samples which includes writing from different content areas, reports, short stories, persuasive, and expository pieces, speeches, and poems with drafts from each stage of the writing process. The writing should reflect the writer's growth in such areas as writing strategies, vocabulary, language conventions, and interests throughout a month, semester, or year. The portfolio should also include an explanation of why the pieces were selected, a self-evaluation of progress, and a judgment statement on whether goals set by teacher and/or student were met.
- The learner will be able to select pieces of writing from the original portfolio for a presentation portfolio which reflect a variety of writing styles in final draft (polished) form. Each piece should be accompanied by a written explanation detailing reasons for the presentation portfolio selections (the basis for selections).
- The learner will be able to create and critique paragraphs for theme, sequence, and ideas.
- The learner will be able to logically order a series of simple, compound, and complex sentences.
- The learner will be able to organize the different parts of a research paper.
- The learner will be able to identify the word that is spelled incorrectly in a given sentence.
- The learner will be able to add a topic sentence to a paragraph to introduce and develop the topic in an appropriate and relevant manner.
- The learner will be able to revise a piece of writing by substituting overly used verbs, nouns, and modifiers for vivid precise ones.