

Greensburg Community School Corporation
Curriculum
Grade 6 Language Arts/Literature

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Greensburg Community Schools
Sixth Grade Language Arts

Mission Statement

The mission of the Greensburg Community School Corporation is to provide and promote lifelong learning through its commitment to quality educational programs that prepare the students to be effective, successful, and responsible citizens. This is to be accomplished in a financially prudent manner.

Greensburg Community Schools
Sixth Grade Language Arts

Narrative Description

The sixth grade language arts curriculum is taught in two classes according to a departmentalized plan. One class is literature, and the other is language. These two forty-minute classes attempt to cover the standards for reading, writing process, and listening/speaking. These skills are inter-related and are taught on an on-going basis.

Daily oral language activities stress continuous review of usage and spelling. An accelerated reading program addresses independent reading as twenty percent of the total literature grade.

Text book activities address the Indiana standards in both areas of language and reading. The language arts skills are integrated into all subject areas.

Course Concepts and Generalizations

In sixth grade, students will continually improve their ability to:

1. use their knowledge of word parts and context clues to determine the meaning of vocabulary.
2. read and understand grade level material using a wide variety of genres.
3. read and respond to historically or culturally significant literature.
4. progress through the stages of the writing process and proofread, edit, and revise writing.
5. write narrative, expository, persuasive, and descriptive texts knowing their purpose for writing and their audience.
6. write using Standard English convention appropriate to this grade level.
7. present ideas to their audience using the same convention for oral speech as they use in their writing.
8. evaluate the content of oral communication.
9. process, evaluate, and improve their writing using the 6+1 Writing Traits.

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Units of Study

Areas of Study	Length of Time
1. Punctuation	Ongoing
2. Grammar	Ongoing
3. Spelling	Ongoing
4. Descriptive Writing 6.5.2	9 Weeks
5. Narrative Writing 6.5.1	9 Weeks
6. Expository Writing 6.5.3	9 Weeks
7. Persuasive Writing 6.5.5	9 Weeks
8. Comprehension	Ongoing
9. Literary Analysis	Ongoing
10. Oral Reading	Ongoing
11. Vocabulary	Ongoing

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Individual Learner Objectives

1. Students will use the correct process of writing for different types of writing and characteristics.
2. Students will use correct punctuation, spelling, and grammar in their writing.
3. Students will address different audiences in their writing.
4. Students will speak using correct tone, pitch and feeling in oral presentations.
5. Students will use knowledge of vocabulary to aid in fluency in reading.
6. Students will improve reading comprehension by using grade level material.
7. Students will identify the genres of literature and their purpose.
8. Students will respond to literature to clarify ideas and connect to literary works.

Standard 6 WRITING: English Language Conventions 6.6.3

I. Punctuation

- A. End Marks (Review)
 - 1. Period
 - 2. Question Mark
 - 3. Exclamation Mark
- B. Commas (Review)
 - 1. Compound Sentences
 - 2. Series
 - 3. Introductory words
 - 4. Interrupting words
 - 5. Addresses
 - 6. Numbers
- C. Semicolons
 - 1. Complex sentences
- D. Colons 6.6.3
 - 1. List
 - 2. Time
 - 3. Business letter
 - 4. Warnings
- E. Quotation Marks (Review)
 - 1. Exact words
 - 2. Dialogue
 - 3. Titles
- F. Underlining (Review)
 - 1. Titles
- G. Hyphens (Introduction)
 - 1. Numbers
 - 2. Fractions
 - 3. Prefixes
 - 4. Compound nouns
 - 5. End of line of print
- H. Apostrophes (Review)
 - 1. Possessives
 - 2. Contractions

II. Capitalization 6.6.4

Standard 6 WRITING: Writing Sentences 6.6.1

I. Writing complete sentences

- A. Capitalization and punctuation
- B. Adding modifiers
 - 1. Adjectives
 - 2. Adverbs
 - 3. Prepositional phrases

II. Variation of sentence patterns

- A. Begin with different modifiers and phrases
- B. Use different sentence types
- C. Use synonyms for given words

III. Figurative language 6.3.7 (literary devices)

- A. Similes and metaphors
- B. Hyperbole
- C. Alliteration
- D. Personification

IV. Ways to begin sentences 6.4.4 (organization patterns)

- A. Adjectives
- B. Prepositional phrases
- C. Infinitive To plus a verb
- D. Gerund -ing verbs
- E. Interjection

Standard 6 WRITING: Writing paragraphs 6.4.4

I. A single paragraph

- A. Ideas 6.4.1
- B. Choice of form 6.4.2
 - 1. A number of sentences on the same subject
 - 2. Topic sentence (stated or implied)
 - 3. Supporting details
 - 4. Conclusion
- C. Mechanics
 - 1. Topic sentence first or last
 - 2. Grammar
 - a. Punctuation
 - b. Indenting
 - c. Sentence mechanics

II. A number of paragraphs on one topic 6.4.3

- A. Outline to determine subject areas 6.4.4
 - 1. Graphic organizers
 - 2. Note taking 6.4.5
 - 3. Suit purpose to audience 6.5.7
- B. Rough draft
 - 1. Proofread
 - 2. Vary word choices 6.5.6
 - 3. Use of rubrics
- C. Computer composition 6.4.6, 6.4.7
 - 1. Attention to form (title, etc.)
 - 2. Give credit for information
 - a. Books
 - b. Computer
 - c. Other sources

GRAMMAR 6.6.2

I. Parts of speech

A. Nouns – recognizing

1. Compound
2. Common and proper

B. Pronouns – recognizing

1. Types
 - a. Personal
 - b. Demonstrative
2. Usage
 - a. Subject
 - b. Object
 - c. Possessive

C. Verbs – recognizing

1. Types
 - a. Action
 - b. Linking
 - c. Helping
2. Usage
 - a. Principal parts
 - b. Tenses

D. Modifiers

1. Adjectives
 - a. Articles
 - b. Proper adjectives
 - c. Pronouns as adjectives
 - d. Demonstrative adjectives
 - e. Comparing
2. Adverbs
 - a. Distinguishing from adjectives
 - b. Comparing

E. Prepositions -- recognizing

1. Usage
2. Distinguishing from adverbs

F. Conjunctions and interjections

1. Coordinating conjunctions
2. Correlative conjunctions

II. Sentences 6.6.1

A. Subjects

1. Simple
2. Compound

B. Predicates

1. Simple
2. Compound

C. Objects

1. Direct
2. Indirect

D. Predicate parts

1. Predicate noun

- 2. Predicate adjective
- E. Types of sentences
 - 1. Simple
 - 2. Compound
 - 3. Complex

III. Phrases and clauses

- A. Phrase types and uses
 - 1. Prepositional
 - 2. Appositive
- B. Clauses
 - 1. Independent
 - 2. Dependent

Standard 6 WRITING: Poetry forms*

- 1. Alliterative poems
 - A. Tongue twisters
 - B. Sentences with alliteration
- 2. Concrete poetry
 - A. Idioms
 - B. Compound words
- 3. Cinquain
 - A. Line number
 - B. Patterns of parts of speech
- 4. Clerihew
 - A. Use proper name
 - B. Follow directions for rhyme scheme
- 5. Limericks
 - A. Rhyme scheme
 - B. Meter
- 6. Tanka
 - A. Number of syllables
 - B. Number of lines
- 7. Lyrics
 - A. Setting poetry to music
 - B. History
- 8. Greeting card verse
 - A. Collect sample greeting cards
 - B. Compose verse for appropriate holiday
- 9. Memorization
 - A. Recite at least 8 lines from memory

*Standard 6.3.4 is poetry meaning. The literature unit and language writing can be done concurrently.

Standard 6 WRITING: Applications

I. Narrative 6.5.1

- A. Journal entries
- B. Description 6.5.2
 - 1. Fractured Fairytales

II. Exposition

- A. Compare and contrast 6.2.2
- B. Cause and effect
- C. “How to” essay

III. Research 6.5.3

- A. Application of technology in resources
- B. Format
 - 1. Citation Maker for bibliography

IV. Persuasive 6.5.5

V. Literature response 6.5.4

- A. Book reports
- B. Technology use with Power Point presentations.

VI. Evaluation 6.4.8, 6.4.9, 6.4.10

- A. Introduce rubrics
- B. Proofreading
- C. Revision

VII. R.A.F.T.S Writing using role, audience, format, topic, strong verbs

VIII. 6+1 Writing Traits

- A. Ideas
- B. Organization
- C. Voice
- D. Word Choice
- E. Sentence Fluency
- F. Convention
- G. Presentation

Standard 6 SPELLING 6.6.5

I. Weekly word lists

- A. Commonly misspelled words
- B. Homophones
- C. Subject-related vocabulary

II. Worksheet exercise

- A. Vocabulary analysis
 - 1. Affixes
 - 2. Syllables
- B. Definitions
- C. Usage

- 1. Daily Language Review
- III. Test in story form

Standard 6 READING

I. Vocabulary

- A. Word recognition 6.1.1
 - 1. Structural
 - a. Affixes
 - b. Compound words
 - 2. Phonics
- B. Figurative language 6.1.2
 - 1. Simile
 - 2. Metaphor
 - 3. Hyperbole
 - 4. Personification
- C. Word origin 6.1.3
- D. Context clues 6.1.4
- E. Meaning shades 6.1.5
 - 1. Connotation and denotation
 - 2. Homophones, synonyms, antonyms

II. Comprehension

- A. Media use 6.2.1
- B. Compare and contrast 6.2.2
- C. Main ideas 6.2.3
 - 1. Graphic organizers 6.2.4
 - 2. Outlines
 - 3. Notes
- D. Applications 6.2.5
 - 1. Follow directions
 - 2. Write from literature 6.5.4
- E. Evaluation of evidence 6.2.6
 - 1. Cause and effect
 - 2. Predict outcomes
- F. Drawing conclusions 6.2.7
- G. Persuasion and propaganda 6.2.8
- H. Novels 6.3.1

III. Analysis

- A. Structural features of genres 6.3.1
 - 1. Fiction
 - 2. Non-fiction
 - 3. Poetry 6.3.4
 - 4. Drama
 - 5. Folk literature
- B. Story elements
 - 1. Character qualities 6.3.2
 - 2. Setting 6.3.3
 - 3. Themes 6.3.6
 - 4. Point of view (1st., 2nd., 3rd.) 6.3.5
 - 5. Devices 6.3.7

1. Symbolism
2. Imagery
3. Dialect

IV. Literary criticism 6.3.8

- A. Believability of characters
- B. Believability of plot

V. Accelerated Reader*

- A. Individualized for ability
- B. Computer program 6.2.1

*Student self-selected reading where students choose book in a range of their reading ability based on a score figured by the teacher. The students takes a quiz on the book completed, and the computer evaluates the points on the quiz and a percentage for comprehension. This grade counts 20% of the total reading grade at the end of the nine weeks.

LISTENING AND SPEAKING

I. Communication to an audience

- A. Mood 6.7.2
 1. Body language
 2. Appropriate format
- B. Instructions 6.7.3
- C. Types of speeches
 1. Narrative 6.7.10
 2. Informative 6.7.11
 - a. Research
 - b. Documentation
 3. Response to literature (book reports) 6.7.12
 4. Persuasive 6.7.13
 - a. Problems
 - b. Solutions
 3. Documentation

II. Listening and evaluating

- A. Rubric
- B. Focus on topic 6.7.4
- C. Main idea 6.7.5
- D. Opinion support 6.7.6
- E. Audience interest 6.7.7
- F. Devices 6.7.8
 1. Timing
 2. Rhythm
 3. Gestures
- G. Persuasive techniques 6.7.9

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Modifications

Modifications of instructional content in this course may include, but are not limited to, the following:

1. Circle words in list using spelling list
2. Make corrections on misspelled words using list
3. Self selected reading for Accelerated Reader based on reading ability
4. Classroom collection of novels chosen based on student ability
5. Test read to students by resource staff
6. Skills Bank
7. Homework modifications may include:
Length, deadline, and typed or written work
8. Seating chart is created to enhance student learning