

ENGLISH LANGUAGE ARTS Sixth Grade

VALUES AND ATTITUDES	The student will: Develop an understanding of Christian philosophy in relation to literature. Recognize the value of writing to clarify thinking, express emotions, make decisions and solve problems. Recognize that writing can change actions and attitudes. Writing must reflect Christian values and attitudes. Listening involves the mind, heart and soul. Listen and speak with respect. Appreciate the value of proper grammar and usage.
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STRAND A Reading

OBJECTIVES
Express of individual perspectives <ul style="list-style-type: none">• Narrate a fictional or autobiographical account.• Explore expressive materials that are read, heard, and viewed.• Interact appropriately in group settings.• Describe personal learning growth and changes in perspective.• Identify changes in self throughout the learning process.• Interpret how personal circumstances and background shape interaction with text.
Analyze information from a variety of sources <ul style="list-style-type: none">• Explore informational materials that are read, heard, and/or viewed.• Use multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and infomercials.• Explore a variety of sources from which information may be attained.• Distinguish between primary and secondary sources.• Check reliability of information through resources, e.g., reference books, periodicals, and charts.• Identify the structural features of popular media and use the features to obtain information, e.g., newspapers, magazines, online information.• Analyze text that uses the compare-and-contrast organizational pattern.
Knowledge of word origins and context clues <ul style="list-style-type: none">• Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.• Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.• Understand and explain “shades of meaning” in related words, e.g., softly and quietly.
Interpretive and evaluative processes to respond to literary genre <ul style="list-style-type: none">• Use effective reading strategies to match type of text.• Read self-selected literature and other materials of individual interest.• Read teacher-selected literature.• Discuss literature in teacher-student conferences and small group discussions.• Take an active role in whole class seminars.

- Discuss and analyze the effects of literary devices, e.g., flashbacks, on texts.
- Explain plot, theme, point of view, characterization, mood, and style.
- Investigate examples of distortion and stereotypes.
- Recognize underlying messages.
- Recognize sound devices such as onomatopoeia and alliteration.
- Recognize use of figurative language such as personification and hyperbole.
- Study the characteristics of literary genres including fiction, nonfiction, drama, and poetry.
- Explore what impact literary elements have on the meaning of the text.
- Identify opposing points of view.
- Recognize characteristics of a specific author's style.

Read and understand grade-level appropriate material

- Read aloud with fluency, comprehension and expression.
- Connect and clarify main ideas by identifying their relationships to other sources and related topics.
- Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
- Determine the adequacy and appropriateness of the evidence for an author's conclusions.
- Make reasonable assertions about a text through accurate, supporting citations.
- Note instances of unsupported inferences, persuasion, and propaganda in text.

Read and respond to historically or culturally significant works of literature

- Identify the forms of fiction and describe the major characteristics of each form.
- Analyze the effect of the qualities of the character on the plot and the resolution of the conflict, e.g., courage or cowardice, ambition or laziness.
- Analyze the influence of setting on the problem and its resolution.
- Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.
- Identify the speaker and recognize the difference between first- and third- person narration, e.g., autobiography compared with biography.
- Identify and analyze features of themes conveyed through characters, actions, and images in a variety of works including multicultural.
- Explain the effects of common literary devices in a variety of fictional and non-fictional texts, e.g., symbolism, imagery, metaphor.
- Critique the credibility of characterization and the degree to which a plot is contrived or realistic, e.g., compare use of fact and fantasy in historical fiction.
- Recognize Gospel values in stories.
- Become aware of alternate liturgical modes of communication, e.g., dance, art, music.
- Use church teachings to determine right from wrong in reading selections.

STRAND B Writing:

OBJECTIVES

Critical thinking skills

- Determine the purpose of the author by: exploring possible bias and identifying underlying assumptions of the author.
- Develop and apply appropriate criteria, with teacher assistance, to evaluate the quality of written communication.
- Use knowledge of language structure and literary or media techniques to develop criteria.
- Draw conclusions based on evidence, reasons, or relevant information and consider the implications of those conclusions.

- Consider alternative points of view.
- Be open to other interpretations.

Writing essays

- Write clear, coherent, and focused essays.
- Understand and use stages of writing process with moderate teacher support.
- Choose the form of writing that best suits the intended purpose, e.g., personal letter, letter to the editor, review, poem, report, narrative.
- Create multiple-paragraph expository compositions that engage the interest of the reader and state a clear purpose; develops the topic with supporting detail; and concludes with a detailed summary linked to the purpose of the composition.
- Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.
- Use organizational features of electronic text to locate information, e.g., bulletin boards, databases, keyword searches, and e-mail addresses.
- Compose documents with appropriate formatting by using word-processing skills and principles of design, e.g., margins, tabs, spacing, columns, page orientation.
- Revise writing to improve the organization and consistency of ideas within and between paragraphs.
- Edit written work for errors in sentence formation: usage; mechanics; and spelling.
- Write narrative, expository, persuasive, and descriptive texts of a least 500 to 700 words in each genre.

Narrative

- Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
- Include sensory details and concrete language to develop plot and character.
- Use a range of narrative devices, e.g., dialogue suspense.
- Use multiple characters and episodes.

Expository

- State the thesis or purpose.
- Explain the situation.
- Follow an organizational pattern that is coherent, logical and appropriate for purpose, audience and situation.
- Offer persuasive evidence to validate arguments and conclusions as needed.

Research reports

- Pose relevant questions with a scope narrow enough to be thoroughly covered.
- Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources, e.g., speakers, periodicals, online information searches.
- Include a bibliography.

Responses to literature

- Develop an interpretation exhibiting careful reading, understanding, and insight.
- Organize the interpretation around several clear ideas, premises, or images.
- Develop and justify the interpretation through sustained use of examples and textual evidence.

Persuasive

- State a clear position on a proposition or proposal.
- Support the position with organized and relevant evidence.
- Anticipate and address reader concerns and counterarguments.

STRAND C Listening and Speaking

OBJECTIVES

Foundations and use of argument

- Respond to public documents such as editorials and school or community policies that establish a position.
- Explore the problem solution process.
- Study examples in literature and other text that present problems coherently, describe the solution clearly, sequence reasons to support the solution, and show awareness of audience.
- Prepare individual and/or group essays and presentations.
- Study arguments that show a firm control of sound judgments, audience awareness, clear idea/theme, and the use of relevant and coherent reasons for support.
- Prepare individual and/or group essays and presentations.

Critical Listening

- Actively participate in class discussions.
- Listen actively to speaker: ask questions that seek information not discussed, ask questions for clarity, paraphrase, interpret verbal and non-verbal messages, interpret speaker's purpose, draw conclusions based on oral report.
- Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.
- Relate the speaker's verbal communication to the nonverbal message, e.g., word choice, pitch, feeling, tone to posture, gesture.
- Identify the tone, mood, and emotion conveyed in the oral communication.
- Restate and execute multiple-step oral instructions and directions.
- Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.
- Support opinions with detailed evidence and with visual or media displays that use appropriate technology.
- Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.
- Analyze the use of rhetorical devices for intent and effect, e.g., cadence, repetitive patterns, use of onomatopoeia.
- Identify persuasive and propaganda techniques used in television and identify false and misleading information.

Formal presentations

- Give oral presentations for a variety of purposes: narration, exposition, persuasion, and description.
- Speak clearly and coherently.
- Use eye contact and gestures to engage the audience.
- Deliver narrative presentations: establish context, plot and point of view, include sensory details and concrete language, use a range of narrative devices.
- Deliver informative presentations that pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.
- Develop the topic with facts, details, examples, and explanations from multiple authoritative sources, e.g., speakers, periodicals, online information.
- Deliver persuasive presentations that provide a clear statement of the position, includes relevant evidence, logical sequence of information and fosters acceptance of the proposal.
- Deliver presentations on problems and solutions that theorize cause, effect and connections between the problem and at least one solution with evidence to validate the definition of the problem and solutions.

STRAND D Grammar and Language Conventions

OBJECTIVES

Grammar and language conventions

- Use a variety of sentence types correctly with proper punctuation.
- Use appropriate subject-verb agreement and verb tense.
- Demonstrate the different roles of the parts of speech.
- Use pronouns correctly, clear antecedents and correct case.
- Use phrases and clauses correctly.
- Use a variety of sources to determine word meaning, e.g., context clues, a dictionary, a thesaurus, and/or structural analysis.
- Explore dialects of Standard English for appropriate usage in different contexts.
- Review and use spelling rules and apply spelling patterns; spell frequently misspelled word correctly, e.g., their, they're, and there.
- Apply proofreading symbols.
- Produce final drafts edited to accurate spelling and correct punctuation and capitalization.
- Use simple, compound, and compound-complex sentences.
- Use effective coordination and subordination of ideas to express complete thoughts.
- Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.
- Identify and correct fragments and run-on sentences.

Punctuation

- Apostrophes to show possession.
- Apostrophe to form plurals of letters, numbers and signs referred to as words.
- Comma to set off names in direct address.
- Comma to separate items in a series.
- Comma to separate consequently, therefore, however, etc.
- Comma to clarify meaning, if need, when using appositives.
- Comma to separate clauses joined by and, but, or, nor, for.
- Commas to link two clauses with a conjunction in compound sentences.
- Underline to indicate titles of books, pamphlets, newspapers and magazines.
- Quotation marks to enclose the direct words of a speaker.
- Quotation marks to enclose titles of short stories, songs, chapters, articles and booklets.
- Quotation marks to enclose slang expressions or nicknames.
- Colon to introduce a list.
- Colon to punctuate the salutation of a business letter.
- Semicolon to separate clauses joined with no conjunction and to connect independent clauses.
- Dash to show a break in thought.
- Hyphen to divide words at the end of a line.

Capitalization

- All words derived from names of countries, races, tribes, nationalities and religions.
- Proper nouns and adjectives.
- Titles of office when used with names of people.
- The first word of a direct quotation.
- Titles of relatives when words represent a name.
- Names of institutions.
- Abbreviations when they stand for words that begin with capitals
- East, west, north and south when they indicate a section of the country.
- Words that are derived from the names of languages.