

LANGUAGE ARTS

The courses outlined are based on the North American Division (NAD) of Seventh –day Adventists Education Curriculum in correlation with NY State Standards.

GRADE 6 ENGLISH LANGUAGE ARTS

A carefully developed integrated language arts curriculum, exemplifying Seventh-day Adventist standards, will ensure that all students are literate and can successfully communicate.

Throughout the school year we will focus on the five target areas listed below, using the essential elements – **viewing, listening, reading, speaking, visually representing and writing** to achieve the required standards.

A variety of fiction, non-fiction materials and mixed media will be used to demonstrate/ emphasize the language arts outcomes. Students will also have opportunities to select some reading materials.

Target Areas

- Extended Reading /Writing
- Comprehension, Studying and Evaluating Ideas
- Reference Skills
- Word Study
- Sentence Skills

Text: *Weekly Reader - Pathways*

Epic e-books/ book club

Accelerated Reading Program

Supplementary Material

Selected Literature:

Amos Fortune: Free Man, IF You Lived Here,

The Book of Jonah, Long Walk to Water

Volcanoes, Esperanza Rising & The Door in the Wall

On-line resources: getepic.com. readowrks.org, IXL.com

Expectations:

Check class supplies list

Two book reports/reading projects due on the 15th & 30th of each month

See Reading Books List

All work by the student to include assignments, test, quizzes, reports, and the like must be submitted on-line

Behavior

Reverence for God and Life

Responsible to come to class prepared and open to learning

Respectful to all students and staff

Assessment

Assessment is a key component of learning. It benefits both students and teacher. Students will be assessed on established criteria stated below.

Formative Assessment: Information gathered from conferences, observations, reading logs, and assignments will provide ongoing feedback and or guide each student based on goals, strengths, instruction and support needed.

Summative Assessment: Report Cards based on the following:

- Exams and quizzes
- Performance assessments and work samples
- Two book reports or reading projects are due each month. (15th & 30th)
- Research reports
- Writing pieces (narratives, expository, informative, persuasive, descriptive, poems}

Weekly Reading Comprehension Quiz

Weekly Spelling Quiz, workbook activities

Grading Policy:

Homework: 10%

Class work: 20%

Projects: 20%

Exams/Tests: 40%

Quizzes: 5%

Miscellaneous: 5%

Total: 100%

Note: Grading policy weights may be adjusted based on class performance

Grade 6- Reading/ Spelling Outline

1st Quarter:

Selected Literature: (Theme books)

Amos Fortune: Free Man & If You Lived Here

Spelling Text: Spelling Workout

Resource Websites: Readworks.org, Study.com. selected websites

Target Skills- 1st Quarter

- Uses writing processes: Prewrites, drafts, revises, edits, and publishes
- Writes from a Christian- centered perspective
- Uses library references including electronic media
- Identifies different kinds of sentences: declarative, interrogative, imperative, and exclamatory
- Writes different kinds of sentences: declarative, interrogative, imperative, and exclamatory
- Sequences events through timelines

- Writes paragraphs with main ideas and detail
- Uses library references, including electronic media
- Reads, spells, and writes words with silent letters
- Reads, spells, and writes grade-appropriate sight words
- Recognizes and edits: commas, abbreviations, quotations, titles, compound sentences, appositives
- Recognizes and edits proper nouns

2nd Quarter:

Selected Literature: Book of Jonah, A Long Walk to Water

Target Skills

Organizes final drafts logically; writes from an outline

Writes paragraphs with main ideas and details

Analyzes author's craft as found in written and visual media

Correctly spells grade-appropriate and subject-area words

Reads, spells, and writes multisyllabic words

Uses library references, including electronic media

Recognizes and uses possessive nouns

Edits for capitalization, Edits for punctuation

Meets teacher/student set goals for reading at home

Reads to obtain information

Reads silently for pleasure

Decodes words in isolation and in context

Writes expository papers which include an introduction, a body, and a conclusion

Recognizes and reads grade-appropriate sight words

Writes sentences, paragraphs, and stories

Determines meaning of unfamiliar words and phrases by using context clues or resource materials

Sequences events. Retells or takes notes on narratives

Applies listening skills in group settings

Uses reference resources, including electronic media

Reads, spells, and writes multi-syllabic words

Identifies and uses verbs, Identifies and uses action and helping verbs

Identifies and uses irregular, linking, auxiliary, and verb phrases

Identifies and uses perfect tenses

3rd Quarter:

Selected Texts: Volcano: The Eruption and Healing of Mt. Saint Helens, Wonder

Target Skills:

Uses reference resources, including electronic media for reports

Develops two and three-column notes and charts

Evaluates through opinion-proof notes and persuasive paragraphs

Analyzes author's craft

Analyzes story elements

Uses reference resources, including electronic media for reports

Reads, spells, and writes multi-syllabic words

Correctly spells grade-appropriate and subject area words Identifies and uses grade-appropriate punctuation

Identifies and uses proper nouns and proper adjectives

Writes sentences, paragraphs, and stories

4th Quarter

Selected Texts: Esperanza Rising, Door in the Wall

Target Skills

- Writes using a variety of genres appropriate to grade level: letters, journal, job, description, advertisement

- Writes expository papers which include an introduction, body, and conclusion

Writes summaries - Sequences events

Writes using a variety of genres: letters

Determines the meaning of unfamiliar words and phrases by using context clues or resource materials

- Develops two-column notes and charts

- Writes summaries

- Develops discriminatory skills: i.e., cause-effect, fact-opinion, problem-solution

- Synthesizes information from multiple, reliable resources

- Uses reference resources, including electronic media

- Reads, spells, writes, and defines words from other cultures

- Reads, spells, writes, and defines easily confused words

- Identifies and uses prepositional phrases

- Identifies and uses adverbial phrases

Grade 6 Language Arts/Handwriting Course Outline

General Goals

English Language Arts education enables students to develop their writing, reading, listening, and speaking abilities in order that they may communicate with a variety of audiences and for different purposes. The program is designed to develop students' skills in punctuation, spelling, and grammar using a variety of writing strategies. The Handwriting program is designed to develop the penmanship skill of cursive writing.

Text: Pathways,

On-line: Readworks.org, Study.com

Common Core ELA Practice Books

Weekly handwriting practice sheets

Grade 6 Writing Assignments

SEPTEMBER Theme: Heroes

Unit 1: Sentences

Narrative writing

Writing Process

Two writing pieces-

1) Narrative essay- My autobiography 2) Student choice

Two book reports or reading projects (due on the 15th and the 30th)

OCTOBER Theme: My World & Others

Units 2 & 3: Writing Personal Narratives

Nouns

Narrative Essay writing cont'd

Two writing pieces

1) Memoir

2) Poem- Acrostic

Two book reports or reading projects (due on the 15th and the 30th)

NOVEMBER Theme: Living Things

Units 3 & 4: Nouns continued

Writing stories

Two writing pieces

1) Story- story elements must be evident e.g. Plot, setting, characters etc.

2) Poem - Monologue

Two book reports or reading projects (due on the 15th and the 30th)

DECEMBER / JANUARY Theme: Spiritual Journey

Units 5 & 6: Writing Explanations

Writing Process (repeat)

Verbs

Informative writing

Two writing pieces

1) Expository Writing essay – Violence Prevention/ Steps in Abuse prevention

2) Student Choice

Two book reports or reading projects (due on the 15th and the 30th)

FEBRUARY Theme: Friends & Family

Unit 7: Pronouns

Informative writing

Two writing pieces

1) Research paper process

Two book reports or reading projects (due on the 15th and the 30th)

MARCH Theme: Environment

Unit 8: Writing business letters

Informative writing

Two writing pieces

1) Business Letter

2) Friendly Letter

Two book reports or reading projects (due on the 15th and the 30th)

APRIL Theme: Personal Feelings & Growth

Units 9 & 10: Adjectives

Writing descriptions

Two writing pieces

1) Descriptive essay – “An Unusual Place/My Most Awkward Moment”

2) PowerPoint- “The Most Exciting Country on Earth”

Two book reports or reading projects (due on the 15th and the 30th)

MAY Theme: Yesterday

Units 11 & 12: Adverbs

Writing Persuasive Paragraphs

Two writing pieces

1) Persuasive essay- Debate

2) Group Project – Play Writing

Two book reports or reading projects (due on the 15th and the 30th)

JUNE Theme: Social Issues & Culture

Units 13 & 14: Prepositions, Conjunctions, and Interjections

One writing piece- End of Year Review

Literacy – “Are Americans literate”

BASIC RUBRIC FOR WRITING ASSIGNMENTS:

CLASS AND TESTS

Score: 4	Score: 3
• Writing is strongly connected to the question. • Strong, clear main idea identifies the theme. • Well-developed writing with well-organized ideas, examples, sequences, and conclusions. • Written in a lively voice with varied vocabulary and clear, complete sentences. • Few (1-2) or no errors in spelling, grammar, usage, capitalization, or punctuation.	• Writing clearly responds to the question. • Reader can easily identify the main idea. • Writing is mostly well organized; may include some unimportant ideas. Examples, ideas, sequences, and conclusions make sense. • Written mostly in clear and complete sentences with a good choice of words. • Some errors (3-4) in spelling, grammar, usage, capitalization, or punctuation.

Score: 2	Score: 1
• Writing is connected to the question only in a general way. • The main idea is not clearly presented. • Writing is poorly organized. Ideas are incomplete and examples are not clearly connected, many unimportant details. • Sentences use a limited vocabulary; may not be complete or may run together. • Many errors in spelling, grammar, usage, capitalization, and punctuation. #2 continued	• Writing does not seem connected to the question at all. • There is no main idea. • Little or no planning or organization; few if any ideas presented; no connection between ideas and examples. • Sentences make little or no sense, with poor choice of words. • Errors in spelling, grammar, usage, capitalization, and punctuation make it unreadable or incomprehensible

NB: Common Core practice work will be done using a test preparation book provided by the school in preparation for the NYS ELA state test in April.