

6th Grade Communication Arts Curriculum

Course Information:

Grade Level: 6th **Length:** 1
Year Period(s) Per Day: 1 (46 Minutes)

Description: Communication Arts at the 6th grade level will cover a variety of fundamental language skills. The primary goal of this class is to provide students with learning opportunities in order to acquire the skills necessary to attain the degree of competency needed in communication arts which meet the curriculum requirements of the State of Montana and Content Standards for English Language Arts and Literacy. Students will work toward mastery on a combination of skills including systematic academic vocabulary development, grammar, reading, writing, listening, and speaking.

ESSENTIAL UNDERSTANDING:

The sixth grade curriculum is designed to focus but not limited to five critical areas.

- (1) Conventions of Standard English
- (2) Knowledge of Language
- (3) Vocabulary Acquisition and Use
- (4) Speaking and Listening
- (5) Writing
- (6) Craft and Structure of Literature

Course Expectations & Objectives:

1. Mechanics / Conventions
2. Usage
3. Grammar
4. Writing
5. Literature / Poetry
6. Vocabulary

Student Objectives

1. Students will correctly understand and use the conventions of English grammar and usage.
2. Students will correctly use the conventions of English capitalization, punctuation, and spelling.
3. Students will apply their knowledge of language in different contexts.
4. Students will understand the meaning of grade level appropriate words and phrases.
5. Students will understand figurative language, word relationships, and slight differences in word meanings.
6. Students will learn and use grade appropriate academic vocabulary and phrases.
7. Students will actively participate in a variety of discussions (one-one, groups, teacher led, brainstorming, and sharing ideas).
8. Students will analyze main ideas and details of various media and relate them to a topic under study.
9. Students will be able to distinguish between fact and opinion.
10. Students will organize and present information to their listeners in a logical sequence and engaging style that is appropriate to their task and audience.
11. Students will use multimedia to enhance and add interest to presentations.
12. Students will adjust their speech based on the topic they are presenting - informal vs. formal. ie: narrative/anecdote vs. informational/research.
13. Students will write and develop arguments with clear reasons and strong evidence.
14. Students will write clear, well organized, and thoughtful informative and explanatory texts.
15. Students will write clear, well structured, detailed narrative texts.
16. Students will produce writing that is appropriate to the task, purpose, and audience.
17. Students will revise and refine their writing with the assistance of peers and/or adults to address what is most important for their purpose and audience.
18. Students will use technology to produce and publish their writing in order to collaborate with others.
19. Students will conduct short research projects to answer a question using several sources while staying on the research task. (Include sources and/or topics by and about American Indians)
20. Students will effectively conduct searches to gather information from different sources and assess the strength of each source, be able to quote or paraphrase, and follow a standard format for citation.
21. Students will draw evidence from a variety of texts (literature/informational).
22. Students will write routinely for many different purposes and audiences both over short and extended periods of time.

Pacing _Montana Common Core Standard (Or other pertinent National content standard/s)

Semester 1

Unit 1 - Mechanics/Conventions

- L.6.1, L.6.1(a), L.6.1(b), L.6.1(c),
- L.6.2, L.6.2(a), L.6.2(b)

Unit 2- Usage

- L.6.3, L.6.3(a)

Unit 4 - Writing (Narrative)*

- W.6.3, W.6.3(a), W.6.3(b), W.6.3(c), W.6.3(d), W.6.3(e)

Unit 5 - Literature/Poetry

- RL.6.3, RL.6.4, RL.6.5, RL.6.6

Unit 7 - Vocabulary

- L.6.4, L.6.4(a), L.6.4(b), L.6.4(c), L.6.4(d),
- L.6.5, L.6.5(a), L.6.5(b), L.6.5(c), L.6.5(d), L.6.6

Semester 2

Unit 1 - Mechanics/Conventions

- L.6.1, L.6.1(a), L.6.1(b), L.6.1(c), L.6.1(d), L.6.1(e)
- L.6.2, L.6.2(a), L.6.2(b)

Unit 4 - Writing (Argumentative)*

- W.6.1, W.6.1(a), W.6.1(b), W.6.1(c), W.6.1(d), W.6.1(e)

Unit 5 - Literature/Poetry

- R.L.6.3, R.L.6.4, R.L.6.5, R.L.6.6, R.L.6.7, R.L.6.9

Unit 6 - Writing (Informative/Explanatory)*

- W.6.2, W.6.2(a), W.6.2(b), W.6.2(c), W.6.2(d), W.6.2(e), W.6.2(f)

Unit 7 - Vocabulary

- L.6.4, L.6.4(a), L.6.4(b), L.6.4(c), L.6.4(d),
- L.6.5, L.6.5(a), L.6.5(b), L.6.5(c), L.6.5(d)
- L.6.6

*Writing Production applied to Informative, Argumentative, and Narrative sections

- W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.9(a), W.6.10

Timeline - Approximate length to teach unit

Semester 1

Unit 1 - Mechanics/Conventions

- 5 Weeks

Unit 2- Usage

- 4 Weeks

Unit 4 - Writing (Narrative)

- 3 Weeks

Unit 5 - Literature/Poetry

- 2 Weeks

Unit 7 - Vocabulary

- 4 Weeks

Semester 2

Unit 1 - Mechanics/Conventions

- 5 Weeks

Unit 4 - Writing (Argumentative)

- 4 Weeks

Unit 5 - Literature/Poetry

- 2 Weeks

Unit 6 - Writing (Informative/Explanatory)*

- 3 Weeks

Unit 7 - Vocabulary

- 4 Weeks

Montana Content Standards (or other pertinent National standard/s)- cite even if mastery is not attained

MCSS ELA Grade 6

<http://montanateach.org/wp-content/uploads/2017/10/MCS-ELA-6th.pdf>

Resources

Prentice Hall - Writing Coach Text & Literature Text

Wordly Wise

Step-Up to Writing

Silver Burdett-Ginn Text

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| ● <i>Souder</i> | Amrstrong, William H. |
| ● <i>Flipped</i> | Van Draanen, Wendelin |
| ● <i>Rascal</i> | North, Sterling |
| ● <i>Maniac Magee</i> | Spinelli, Jerry |
| ● <i>Dear Mr. Henshaw</i> | Cleary, Beverly |
| ● <i>Zia</i> | O'Dell, Scott |
| ● <i>The Island on Bird Street</i> | Orley |
| ● <i>I'm in Charge of Celebrations</i> | Baylor, Byrd |
| ● <i>Fables</i> | Lobel, Arnold |
| ● <i>Julie of the Wolves</i> | George, Craighead Jean |

- *Knots on a Counting Rope*
- *Wizard of Oz*
- *Caddie Woodlawn*

Martin Jr., Bill
Baum, L. Frank
Brink