

# SIXTH GRADE LANGUAGE ARTS

## CURRICULUM OVERVIEW

### Reading: Literature

#### **Key Ideas and Details**

- Identify and understand types of literature: fiction, non-fiction, journalism, biography, fable, history, poetry, science fiction and mythology.
- Read to understand and draw logical inferences.
- Identify and understand themes.
- Identify other key elements (setting, plot, characters, conflict and resolution, foreshadowing, point of view and character analysis) of a story and how they affect one another.
- Identify author's purpose, main idea and supporting details, sequence of events and fact vs. opinion in a text.
- Analyze the interaction and development of characters and events.

#### **Craft and Structure**

- Review elements of figurative language.
- Interpret words and phrases to determine connotative and figurative meanings; analyze how word choices shape meaning.
- Determine meaning by context.
- Understand how point-of-view or purpose can shape content and style.

### Reading: Informational Text

#### **Key Ideas and Details**

- Determine the main idea and inferences of a text.
- Determine how the ideas of an individual can affect events.

#### **Craft and Structure**

- Review elements of figurative language.
- Determine the impact of figurative and connotative language and inference.
- Determine meaning by context.
- Understand sequence of events and cause-effect.
- Identify and evaluate an author's point-of-view or purpose in a text.

#### **Range of Reading**

- Read and comprehend literary non-fiction.

### Writing

#### **Text Types and Purposes**

- Employ the use of graphic organizing: story mapping, outlining, and Venn Diagrams.
- Understand the variety of purpose in writing: to inform, persuade or entertain.
- Understand the differences among and be able to produce examples of: persuasive, narrative and informational writing.
- Understand and produce different sentence types (declarative, imperative, interrogative, and exclamatory.)
- Maintain consistency in style and tone.

#### **Persuasive/Argumentative Writing**

- Create persuasive/argumentative writing with valid reasons and relevant evidence.
- Acknowledge opposing view and logically organize evidence.
- Show understanding of topic by using information from credible sources.
- Use words, phrases and clauses to demonstrate relationships between claims and evidence.
- Show ability to establish and maintain a formal style of writing.
- Create a logical conclusion that summarizes and supports the argument presented.

## *Curriculum (continued)*

### **Explanatory /Informative Writing**

- Demonstrate ability to develop a topic with facts, definitions, details and examples.
- Use strategies such as cause/effect and compare/contrast to inform.
- Use transition words to maintain cohesion and clarity among ideas and concepts.
- Use relevant vocabulary to support topic.
- Show ability to establish and maintain a formal style of writing.
- Create a conclusion that summarizes and supports the information/explanation presented.

### **Narrative Writing**

- Create narrative to develop fictional or real experiences or events. Employ use of relevant, descriptive details.
- Establish a point of view and narrator for a story. Organize the sequence of the story so that it unfolds logically.
- Demonstrate the use of techniques such as dialogue, foreshadowing and description to develop characters and the story.
- Use transition words to maintain cohesion and clarity.
- Use words and phrases that contribute to the action and convey experiences and events.
- Create a conclusion in keeping with the narrative experiences or events.

### **Production and Distribution of Writing**

- Create clear, coherent writing demonstrating style appropriate to the task, purpose and audience.
- Strengthen ability to use libraries and technology to ensure accuracy.
- Demonstrate ability to plan, draft, revise, edit and rewrite.
- Recognize and avoid run-on sentences and fragments.
- Recognize and avoid idioms and clichés when writing.
- Expand, reduce and combine sentences to improve readability.
- Establish a formal writing style.

### **Range of Writing**

- Write often over extended time periods, allowing time for research, and within shorter time frames for a range of tasks (fiction, non-fiction, journalism, informational, mystery, personal narrative, journaling and poetry).

### **Language**

#### **Conventions of Standard English**

- Demonstrate proper use of English grammar in writing and speech.
- Review and correctly use the eight parts of speech.
- Demonstrate an understanding of pronouns: case, antecedent, intensive, etc.
- Differentiate between common possessive pronouns and contractions.
- Identify difference between phrases and clauses and their function in specific sentences.
- Demonstrate proper use of punctuation, including: commas, colons, semi-colons, direct and indirect quotations and apostrophes.
- Demonstrate proper use of capitalization.

#### **Vocabulary Development**

- Determine unknown word meaning by context.
- Understand the concept of word origins and histories.
- Use and understand common Greek or Latin affixes and roots as a tool to decipher word meaning.
- Demonstrate the basic use of a dictionary and thesaurus to determine word origin, pronunciation, meaning and part of speech.
- Use synonyms and antonyms to help clarify word meaning.
- Read and use grade-appropriate vocabulary.
- Review spelling rules and review/learn commonly misspelled words.

#### **Research and Study Skills**

- Review study skills and test preparation.
- Review note taking, summarizing and organizing.
- Show knowledge of visual aids for gathering information (charts, graphs, outlines, etc.).

## *Instructions to Parents/Students*

- For optimal outcome complete one lesson three times a week for ten weeks.
- An answer key is located at the back of the book.
- The following icons indicate that a particular aspect of language arts is being presented:



Reading



Writing



Grammar



Punctuation



General Language Tools



Additional Enrichment



“For Your Information”

Snippets of information that do not require student input.

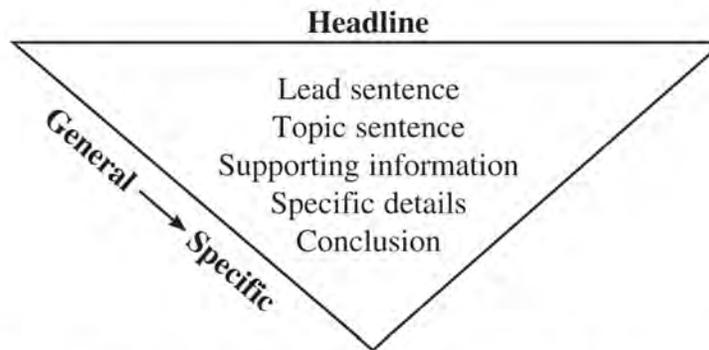
- A personal journal is located at the back of the book. Cut out the blue journal cover and pages on the dotted lines, then tie them together with string or ribbon. Instructions for use are located on the inside of the journal cover.
- A glossary of terms has been included on yellow paper at the back of the book.
- A supplemental reading list has been included on green paper at the back of the book.
- Parents, please read the information on the next page.

## Lesson #7



### Writing Using Power Paragraphing

Journalists use *power paragraphing* because they need to get the reader's attention quickly and fit story details into a small space. Look at the inverted triangle below. This is an illustration of *power paragraphing* and shows what a paragraph is like when a writer begins with a *lead sentence*. A *lead sentence* is meant to grab the reader's attention. Next, the *topic sentence* introduces the reader to information that will be explained in the article. (Sometimes the *lead sentence* and *topic sentence* are combined.) The *power paragraph* continues with sentences on the topic that provides *supporting information* and *specific details*. These inform the reader and keep him/her interested and focused. A *concluding sentence* (or *sentences*) can draw conclusions from the information given and signal the reader that the paragraph has ended.



Read the following news article from *Camper World News* to see an example of how a *power paragraph* works.

### ***SUMMER CAMP EVACUATES***

Teenagers from Camp We-Wanna-Go-Home were given the boot on Tuesday. Counselors of the camp said an evacuation was necessary because of a missing pet snake. Campers reported early Tuesday morning that a pet python named Boomerang had been smuggled into camp in a camper's duffel bag. The snake had been sleeping under the camper's bed, where the boy had been supplying it with mice and other small rodents. Most of the campers were unaware of Boomerang's presence and were very concerned when a snake was reported on the loose. At eight feet long and 100 pounds, this snake could put the squeeze on an unsuspecting victim. Camp We-Wanna-Go-Home will remain closed until the snake is located. Officials of the camp have not discussed any refund to campers at this time.

**Study this breakdown of the parts in the "power-paragraph."**

**The Headline (The title of the article):** SUMMER CAMP EVACUATES

**The Lead (The first sentence meant to grab the reader's attention):** Teenagers from Camp We-Wanna-Go-Home were given the boot on Tuesday.

## Lesson #7 (continued)

**Topic Sentence (What the paragraph is about):** Counselors of the camp said an evacuation was necessary because of a missing pet snake.

**Supporting Information (Important information that is more specific):** Campers reported early Tuesday morning that a pet python named Boomerang had been smuggled into camp in a camper's duffle bag. The snake had been sleeping under the camper's bed, where the boy had been supplying it with mice and other small rodents.

**Specific Details (Very specific information):** Most of the campers were unaware of Boomerang's presence and were very concerned when a snake was reported on the loose. At eight feet long and 100 pounds, this snake could put the squeeze on an unsuspecting victim.

**Conclusion (Ends the paragraph):** Camp We-Wanna-Go-Home will remain closed until the snake is located. Officials at the camp have not discussed any refund to campers at this time.

Now write a *power-paragraph* of your own on a topic of your choosing.

**The Headline:** \_\_\_\_\_

**The Lead:**

\_\_\_\_\_

\_\_\_\_\_

**The Topic Sentence:**

\_\_\_\_\_

\_\_\_\_\_

**Supporting Information:**

\_\_\_\_\_

\_\_\_\_\_

**Specific Details:**

\_\_\_\_\_

\_\_\_\_\_

**Conclusion:**

\_\_\_\_\_

## Lesson #18 (continued)



## Analogies

An *analogy* shows a relationship between words or ideas. It compares things that have some similarities.

*Example:*

**Rat is to rodent as crocodile is to reptile.**

**Complete the following analogies. The first one has been completed for you.**

1. Hat is to head as boot is to foot. (A hat is worn on your head like a boot is worn on your foot.)
2. Feline is to cat as canine is to \_\_\_\_\_.
3. Governor is to New Jersey as \_\_\_\_\_ is to Los Angeles.
4. Apple is to fruit as carrot is to \_\_\_\_\_.
5. Pack is to wolves as \_\_\_\_\_ is to elephants.
6. Cup is to pint as pint is to \_\_\_\_\_.
7. Bird is to nest as bee is to \_\_\_\_\_.
8. Steering wheel is to car as \_\_\_\_\_ is to rowboat.
9. Aviary is to bird as \_\_\_\_\_ is to fish.
10. London is to England as Paris is to \_\_\_\_\_.
11. Train is to engineer as airplane is to \_\_\_\_\_.
12. Bulb is to tulip as acorn is to \_\_\_\_\_.
13. Kangaroo is to jump as frog is to \_\_\_\_\_.
14. Peso is to Mexico as dollar is to \_\_\_\_\_.
15. Thirst is to drink as hunger is to \_\_\_\_\_.

## Lesson #27 (continued)



## The Great Pronoun Test

One of the most common grammatical errors is the incorrect use of *pronouns*. Below are two of the ways in which *pronouns* are used.

1. When the *pronoun* is one of the subjects of the sentence.

**Example:** Ken and *I* forgot our map.

2. When the *pronoun* is one of the objects of the verb or the preposition.

**Example:** Donnel opened the door for Katie and *me*. (Object of the preposition “for.”)

Donnel helped Katie and *me* with our math homework (Object of the verb “helped.”)

In this lesson we will practice using *pronouns* as subjects and as objects.

Pronouns as SUBJECTS	Pronouns as OBJECTS
I	me
you	you
he, she, it	him, her, it
we	us
they	them
who	whom

The *Great Pronoun Test* will help you decide which *pronoun* to use in a sentence.

## The Great Pronoun Test

**When there are two subjects in a sentence and one of them is a *pronoun*, drop the noun.**

Which is correct?

**Emma and *me* found a stray kitten.**      or      **Emma and *I* found a stray kitten.**

Drop the noun, Emma. Now let’s try each sentence with just the *pronoun*. Which sounds better?

***Me* found a stray kitten.**      or      ***I* found a stray kitten.**

Yes! ***I* found a stray kitten** is correct, so **Emma and *I* found a stray kitten** is also correct.

## Lesson #27 (continued)

**When there are two objects in the sentence and one of them is a *pronoun*, drop the noun.**

Which is correct?

**Tara bought lunch for Leon and *me*.**                      or                      **Tara bought lunch for Leon and *I*.**

Drop the noun, Leon. Now let's try each sentence with just the *pronoun*. Which sounds better?

**Tara bought lunch for *me*.**                      or                      **Tara bought lunch for *I*.**

Yes! **Tara bought lunch for *me*** is correct, so **Tara bought lunch for Leon and *me*** is also correct.

### Now you try it!

1. Mom and \_\_\_\_\_ (I, me) tried to teach our parakeet how to talk.
2. Winston and Carlton went to the play with Jon and \_\_\_\_\_ (I, me).
3. Linda looked at Sue and \_\_\_\_\_ (he, him) in astonishment.
4. The reporter asked Shalen and \_\_\_\_\_ (she, her) if they had seen the accident.
5. Our teacher told Caleb and \_\_\_\_\_ (I, me) that the test would be postponed.
6. My principal asked my friend and \_\_\_\_\_ (I, me) to meet him in his office.
7. The pilot told the co-pilot and \_\_\_\_\_ (us, we) that the flight would be delayed.
8. Susan persuaded the twins and \_\_\_\_\_ (I, me) to try out for the play.
9. Barry did not want to show Kelly and \_\_\_\_\_ (her, she) the ruined carpet.
10. Molly and Kyle looked for Rob and \_\_\_\_\_ (him, he) at the studio.



## Inference

## Lesson #29

As you read, you usually understand clearly what the author wants you to know. The author can write out the information in an obvious way.

**Example: “She ran up the hill until her lungs hurt from the effort.”**

In the example above you easily understand the author’s meaning.

In the example below the reader *infers* information that is not specifically stated by the author.

**Example: “The occupants of the small cottage cringed as the wind howled like a wolf at the door, and sleet pelted the roof in massive sheets.”**

The author has actually told you that the cottage has someone inside, that there is a loud wind outside and that lots of icy rain is hitting the cottage. But you can *infer* that the people inside are scared. Why can you guess at this information and probably be correct? Because the occupants were “cringing,” the wind was howling “like a wolf,” and the large amount of sleet seems scary. *Inference* is a very important part of understanding what you read. Choose the correct *inferences* below. Only one answer is correct for each item.

- \_\_\_\_\_ 1. “Bobby, don’t do that again!” Serena shouted as she stepped toward her brother, her hair streaming with water.  
A. Serena may have been shampooing in a stream. B. Bobby probably hit his sister.  
C. Serena may have been pushed into the water by her brother.
  
- \_\_\_\_\_ 2. The sound of the bees was mesmerizing in the summer heat, and she closed her eyes to relish their music.  
A. The girl seems to be terrified of bees. B. The girl seems unafraid of bees.  
C. The bees are musicians.
  
- \_\_\_\_\_ 3. The small elderly woman stepped carefully from the curb, turning her head slowly from side to side, her hand moving in little jerks on the cane.  
A. The woman seems to be unusually small. B. The woman is probably afraid to cross the street.  
C. The woman very likely experiences pain in her legs.
  
- \_\_\_\_\_ 4. Susanna’s eyes twinkled, and she choked back a laugh as her sister asked, “Just who is responsible for short-sheeting my bed?”  
A. Susanna is probably responsible for the prank. B. Susanna’s sister probably blames her for everything that goes wrong. C. Susanna is likely to begin crying.
  
- \_\_\_\_\_ 5. “We have something very serious to discuss,” my teacher said. She opened her attendance book, looking directly at Jonah.  
A. Jonah may have a tardy or absentee problem. B. The teacher is likely to be angry at the entire class. C. The teacher is probably teasing.

**Lesson 1****Page 1**

- |                  |                  |
|------------------|------------------|
| 1. Imperative    | 5. Interrogative |
| 2. Exclamatory   | 6. Imperative    |
| 3. Interrogative | 7. Declarative   |
| 4. Declarative   | 8. Exclamatory   |

**Pages 2-3**

- |             |              |
|-------------|--------------|
| 1. Fragment | 6. Fragment  |
| 2. Fragment | 7. Sentence  |
| 3. Sentence | 8. Fragment  |
| 4. Sentence | 9. Fragment  |
| 5. Fragment | 10. Sentence |

**Page 3 (Sample)**

We walked around the corner from the park and looked for the girls that we met at our soccer practice. We asked them if they wanted to get ice cream with us. We also asked them if they wanted to play in a scrimmage game next Saturday. After that we went home.

**Page 4**

- |                         |                       |
|-------------------------|-----------------------|
| 1. v., prep., adj.      | 5. pron., prep., adj. |
| 2. pron., conj.         | 6. pron., n., adv.    |
| 3. v., adj.             | 7. pro., conj., n.    |
| 4. interj., adv., prep. |                       |

**Lesson 2****Pages 5**

- 300-399
- 500-599
- 600-699

**Page 6**

- Fiction
- Fiction
- Fiction
- Non-fiction
- Fiction
- Non-fiction
- Non-fiction
- Non-fiction
- Fiction
- Non-fiction

**Page 8**

- The system for . . .
- He first identified . . .
- Then he considered . . .
- Based on Sir Henry's . . .
- Forensic scientists today . . .

**Page 9**

- articles: the, a, a, the, an  
adjectives: parking, large, first, lonely, empty, hollow
- I tried to find her face in the crowd. I was looking for an article of clothing. I looked for a hat or (a) scarf, something that would identify her.

**Lesson 3****Pages 10-11**

- descriptive
- persuasive
- expository
- narrative

**Page 13**

- direct "Wait up!"
- indirect
- indirect
- indirect
- direct "That was pretty funny!"

**Page 13**

- indirect
- direct "Don't worry; this rash will be gone in two weeks."
- direct "Three minutes until departure!"
- indirect
- indirect

**Page 14 – Possible Answers**

- He's fun-loving and likes to tell jokes.
- They're all friends and feel comfortable with each other.

**Lesson 4****Page 18 – Possible Answers**

- He did not want to waste his last wish on removing the flan from Rosalita's nose.
- They realized that they really had a happy life together and that riches were not that important.
- Rosalita changed from a person who always complained about material possessions to a person content with her husband and the life they shared together.

1. S    2. M    3. A    4. O    5. P

**Lesson 5****Page 23**

- |                          |                         |
|--------------------------|-------------------------|
| 1. explained             | 9. may move             |
| 2. rushed                | 10. is                  |
| 3. climbed               | 11. has been arriving   |
| 4. explained, challenged | 12. must have stopped   |
| 5. rushed, jumped        | 13. is                  |
| 6. climbed, slept        | 14. might have seen     |
| 7. did                   | 15. should be completed |
| 8. is sleeping           |                         |