

New Lenox School District 122

Language Arts Curriculum Guide

Grade 6

**New Lenox School District 122
Language Arts Curriculum-GRADE 6**

E=Exposure M=Mastery (80% Accuracy) R=Review
*E=Spiraling Development in Grade Levels *M=Spiraling Mastery in Grade Levels

BY THE END OF GRADE 6, STUDENTS WILL BE ABLE TO:

STATE GOAL 1: READING WITH UNDERSTANDING AND FLUENCY			
Skill/Topic	Benchmark		Level of Mastery
		Learning Standard A: Apply word analysis and vocabulary skills to comprehend selections.	
DWS-SA	1.A.2a	Apply special vowel sounds.	M
DWS-SA	1.A.2a	Syllabicate words.	M
DWS-SA	1.A.2a	Recognize root words and word endings.	M
DWS-SA	1.A.2a	Recognize plural nouns.	R
DWS-SA	1.A.2a	Recognize possessive nouns.	R
DWS-SA	1.A.2a	Use syllables to decode words.	M
DWS-SA	1.A.2a	Recognize spelling changes.	R
DWS-SA	1.A.2a	Utilize prefixes/suffixes.	M
DWS-SA	1.A.2b	Use picture clues.	R
DWS-SA	1.A.2b	Use context clues.	M
V	1.A.2b	Know word meanings.	E*
V	1.A.2a	Distinguish synonyms and antonyms.	R
V	1.A.2a	Understand some words have multiple meanings.	E*
V	1.A.2a	Demonstrate an understanding of connotation and denotation.	M
V	1.A.2a	Classify words.	M*
V	1.A.2a	Understand analogies.	E*
V	1.A.2a	Use semantic/word maps.	M*
V	1.A.2b	Use pronunciation key.	M
V	1.A.2a	Discuss word origins.	E
V	1.A.2a	Discuss colloquialisms.	E
V	1.A.2a	Discuss specialized language.	E
V	1.A.2a	Discuss acronyms.	E
V	1.A.2a	Discuss dialects.	E
V	1.A.2a	Discuss slang expressions.	E
		Learning Standard B: Apply reading strategies to improve understanding and fluency.	
C-GIT	1.B.2a	Employ picture details.	R
C-GIT	1.B.2b	Sequence a text.	M*
C-GIT	1.B.2c	Cite word referents.	M
C-GIT	1.B.2d	Adjust reading rate.	E
C-COM	1.B.2c	Categorize and clarify.	M
C-COM	1.B.2b	Make and check predictions.	M
C-COM	1.B.2b	Identify cause and effect.	M
C-COM	1.B.2b	Map a story.	M*
C-COM	1.B.2a	Apply K – W – L / K- W – W – L	E*
C-COM	1.B.2a/1.B.2c	Apply Stop and Think: R T T	E*
C-COM	1.B.2a/1.B.2c	Apply Stop and Think: R T W	E*
C-COM	1.B.2a/1.B.2c	Apply S Q 3 R	E*
C-COM	1.B.2a/1.B.2c	Apply S Q P 3 R	E*
C-COM	1.B.2c	Reread text to clarify for understanding.	E*
C-COM	1.B.2c	Differentiate between fact and opinion.	M
C-COM	1.B.2a	Access prior knowledge.	E*
S	1.B.2d	Read age-appropriate material aloud with fluency and accuracy.	M
T-S	1.B.2c	Read for specific information.	M
S	1.B.2d	Read with appropriate expression.	E
T-S	1.B.2a	Skim/scan text for information.	M
T-M	1.B.2a/1.B.2c	Engage a variety of metacognition skills. (refer to NCA Scope & Sequence)	E*
T-S	1.B.2a/1.B.2c	Summarize text.	M

		Learning Standard C: Comprehend a broad range of reading materials.	
G-ET	1.C.2b	Identify topic/main idea.	M*
G-ET	1.C.2b	Identify supporting details.	M*
C-COM	1.C.2d	Retell a story.	M*
C-COM	1.C.2c	Compare and contrast.	M
C-COM	1.C.2a	Generate questions.	M
C-COM	1.C.2b	Make/support inferences.	M
C-COM	1.C.2d	Summarize text.	M*
C-COM	1.C.2d	Paraphrase text.	E*
C-ET	1.C.2e	Identify author's purpose.	M*
C-ET	1.C.2e	Identify author's point of view.	M
C-ET	1.C.2d	Identify purpose of text.	M
C-ET	1.C.2a	Recognize question words.	R
C-ET	1.C.2d	Follow written directions.	M
C-ET	1.C.2d	Comprehend content area reading.	M
C-ET	1.C.2e	Interpret captions, titles, & subtitles. (also applies to State Goal 5)	M
C-ET	1.C.2e	Interpret advertisements.	R
C-ET	1.C.2f	Utilize graphic aids to interpret information. (refer to NCA Scope & Sequence)	M
STATE GOAL 2: READ AND UNDERSTAND LITERATURE REPRESENTATIVE OF VARIOUS SOCIETIES, ERAS, AND IDEAS.			
		Learning Standard A: Understand how literary elements and techniques are used to convey meaning	
L-SE	2.A.2b	Identify setting.	R
L-SE	2.A.2b	Identify theme.	M*
L-SE	2.A.2b	Identify characters.	R
L-SE	2.A.2b	Identify plot - (beginning, middle, end)	M
L-SE	2.A.2b	Identify plot: problem and solution.	M
L-SE	2.A.2b	Identify plot: turning point.	E
L-AC	2.A.2a	Identify similes.	M
L-AC	2.A.2a	Identify metaphors.	M
L-AC	2.A.2a	Identify Personification.	M
L-AC	2.A.2a	Explain the author's use of description.	E*
L-AC	2.A.2a	Identify repetition, rhythm, rhyme.	E
L-AC	2.A.2a	Identify exaggeration, humor, and pun.	E
L-AC	2.A.2a	Identify mood and tone of text.	E
L-AC	2.A.2a	Identify flashback and foreshadowing.	E
L-AC	2.A.2a	Identify author's use of allusion.	E
L-AC	2.A.2a	Identify use of dialogue in text.	E
L-AC	2.A.2a	Identify alliteration.	E
L-AC	2.A.2a	Identify onomatopoeia.	E
L-AC	2.A.2a	Identify idioms.	E*
L-AC	2.A.2a	Identify imagery.	E*
L-AC	2.A.2a	Identify symbolism.	E*
L-AC	2.A.2a	Identify irony.	E*
L-AC	2.A.2a	Identify sarcasm.	E*
L-AC	2.A.2a	Identify propaganda.	E*
L-AC	2.A.2a	Identify formal and informal language.	E*
L-AC	2.A.2c	Identify myth, legend, and fable.	M
L-AC	2.A.2c	Identify folk tale/tall tale.	M
L-AC	2.A.2c	Identify fairy tale.	M
L-AC	2.A.2c	Identify realistic fiction.	M
L-AC	2.A.2c	Identify biography/autobiography.	M
L-AC	2.A.2c	Identify mystery.	M
L-AC	2.A.2c	Identify science fiction.	M
L-AC	2.A.2c	Identify story telling.	E
L-AC	2.A.2c	Identify short story.	M
L-AC	2.A.2c	Identify parody.	E
L-AC	2.A.2c	Identify journal, diary.	M
L-AC	2.A.2c	Identify personal narrative.	M
L-AC	2.A.2c	Identify description.	M
L-AC	2.A.2c	Identify non-fiction.	M
L-AC	2.A.2c	Identify content area reading.	M
L-AC	2.A.2c	Identify informational article.	M

L-AC	2.A.2c	Identify historical fiction.	M
L-AC	2.A.2c	Identify a speech.	E
L-AC	2.A.2c	Identify a persuasive essay.	M
L-AC	2.A.2c	Identify a research report.	M
L-AC	2.A.2c	Identify a letter.	M
L-AC	2.A.2c	Identify an essay.	M
L-AC	2.A.2c	Identify poetry.	E*
L-AC	2.A.2c	Identify song/music.	M
L-AC	2.A.2c	Identify riddle.	R
		Learning Standard B: Read and interpret a variety of literary works.	
T-M	2.B.2a	Respond to or critique a text.	M
STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.			
		Learning Standard A: Use correct grammar, spelling, punctuation, capitalization, and structure. (Standards B & C-Writing Guide)	
G-C	3.A.1	Identify the four types of sentences.	M
G-C	3.A.1	Identify simple, compound, and complex sentences.	M
G-C	3.A.1	Identify the simple and compound and complete subjects and predicates in a sentence.	M
GPS	3.A.1	Identify the following complements in a sentence: direct object, indirect objects, predicate nominatives, and predicative adjectives.	M*
GPS	3.A.1	Identify independent and subordinate clauses in a sentence.	M*
GPS	3.A.1	Label nouns, verbs, verb tenses, adjectives, adverbs, pronouns, and prepositions within a sentence.	M*
GPS	3.A.1	Identify transitive and intransitive verbs.	M*
GPS	3.A.1	Identify prepositional phrases.	M*
G-C	3.A.1	Use correct subject-verb agreement.	M*
GPS	3.A.1	Identify appositives within a sentence.	M*
GPS	3.A.1	Use nouns, verbs, adjectives, pronouns, and troublesome words correctly within a sentence.	M*
G-C	3.A.1	Identify and formulate the following verb tenses: present, past, perfect, future, and progressive.	M*
G-PS	3.A.1	Identify and differentiate between subject, object, reflexive, and possessive pronouns.	M*
G-PS	3.A.1	Identify the antecedents of pronouns.	M*
G-C	3.A.1	Identify capitalization errors and make corrections in his/her own writing.	M*
G-C	3.A.1	Identify punctuation errors and make corrections in his/her own writing.	M*
DWS	3.A.1	Identify sound-letter relationships.	M*
DWS	3.A.1	Analyze word structure.	M*
DWS	3.A.1	Analyze word analysis.	M*
G-C	3.A.1	Apply spelling strategies.	M*
G-C	3.A.1	Master frequently misspelled words.	M*
G-C	3.A.1	Apply spelling generalizations.	M*
STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.			
		Learning Standard A: Listen effectively in formal and informal situations	
L	4.A.2a	Listen attentively.	M
L	4.A.2b	Listen critically.	M
L	4.A.2c	Listen for information.	M
L	4.A.2a	Listening in discussions and conversations.	E
L	4.A.2c	Listen to follow directions	M
L	4.A.2b	Listening – peer conferencing	E
L	4.A.2a	Listening to appreciate literature.	E
L	4.A.2a	Listening for rhyme, rhythm, and other poetic sound devices.	E
L	4.A.2b	Listening for main idea and details.	M
L	4.A.2b	Listening for sequence.	M
L	4.A.2c	Listening to answer questions/interviews.	M
L	4.A.2b	Listening – manners and techniques.	M*
L	4.A.2b	Listening for context clues.	M
		Learning Standard B: Speak effectively using language appropriate to situation and audience.	
S	4.B.2a	Speak effectively.	R
S	4.B.2a	Telling a story – beginning, middle, end.	E
S	4.B.2a	Speak in discussions and conversations.	M
S	4.B.2a	Choral reading.	M
S	4.B.2a	Dramatization, improvisation, pantomime.	E

S	4.B.2a	Oral reading.	M
S	4.B.2a	Giving oral directions.	E
S	4.B.2a	Giving opinions and persuasive talks.	E
S	4.B.2a	Oral reports and informative talks.	E
S	4.B.2a	Interviews and surveys.	M
S	4.B.2a	Speaking to give descriptive details.	E
S	4.B.2a	Sharing opinions.	E
S	4.B.2a	Voice and speech technique.	M*
STATE GOAL 5: USE THE LANGUAGE ARTS TO ACQUIRE, ASSESS, AND COMMUNICATE IDEAS.			
<i>Learning Standard A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.</i>			
RSS	5.A.2b	Synthesize information.	E*
RSS	5.A.2b	Locate information using a table of contents.	M
RSS	5.A.2b	Locate information using a title page.	M
RSS	5.A.2b	Locate information using an index.	M
RSS	5.A.2b	Demonstrate the use of age-appropriate note-taking.	M
RSS	5.A.2b	Organize information using outline.	E
RSS	5.A.2b	Use guidewords.	M
<i>Learning Standard B: Analyze and evaluate information acquired from various sources.</i>			
T-S	5.B.2a	Assess author's qualifications.	E
T-S	5.B.2a	Recognize bias and unbiased.	E
T-S	5.B.2a	Identify generalizations and judgments.	E
T-S	5.B.2a	Evaluate information.	E*
RRS	5.B.2a	Demonstrate differentiated test-taking skills.	M

Skill/Topic Codes

Beginning Reading Skills	BRS
Decoding and Word Study	DWS
Phonemic Awareness	DWS-PA
Structural Analysis	DWS-SA
Phonics	DWS-P
Vocabulary	V
Comprehension	C
Getting Information from Text	C-GIT
Constructing and Organizing Meaning	C-COM
Evaluating Text	C-ET
Thinking	T
Strategies	T-S
Metacognition	T-M
Literature	L
Story Elements	L-SE
Authors Craft	L-AC
Genres	L-G
Listening	L
Speaking	S
Reference and Study Skills	RSS
Grammar	G
Parts of Speech	G-PS
Conventions	C-PS

PLEASE NOTE: Those skills depicted as M (mastery) are considered a critical skill for slow learners.