

COMMUNITY UNIT SCHOOL DISTRICT 200

Course: Fast Paced Language Arts Middle School – Grade 6

- 1. Subject Expectation (State Goal 1)** **The student will read with understanding and fluency at the appropriate level of challenge.**

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| Essential Learning 1 (Learning Standard A) | Develop and apply work analysis and vocabulary skills |
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| Critical Content | 1.A.3b | a. analyze the meaning of words and phrases in their context using denotation and connotation strategies |
| | | b. build and apply vocabulary |
| | 1.A.4a* | c. expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development |
| | | d. study vocabulary, learning etymology |
| | 1.A.5a* | e. apply knowledge of roots and affixes derived from Greek and Latin to comprehend the meaning of unfamiliar or difficult words, terms, or phrases |
| | 1.A.5a* | f. review grammar constructions in other languages, especially those from which English is derived, including <ul style="list-style-type: none">• German• French• Latin• Greek |

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| Essential Learning 2 (Learning Standard B) | Identify and employ appropriate reading strategies to comprehend text |
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| Critical Content | 1.B.3d | a. read age-appropriate materials with fluency and accuracy |
| | 1.C.3e | b. explore author background and historical context to illuminate text |
| | 1.B.3c | c. extract information/detail from a passage |
| | * | d. develop skills in metacognition |
| | * | e. relate reading to personal feelings, opinions and experiences |
| | 1.B.4b | f. study the format and author's intent for a variety of genres |
| | 1.B.4a* | g. determine the implicit and explicit meaning in a story, including <ul style="list-style-type: none">• making inferences about character traits• predicting how the story might be different if the author changed the setting, dialect, point of view or vocabulary |
| | 1.C.5a* | |

**2. Subject Expectation
(State Goal 2)**

The student will read and comprehend literary works to develop an appreciation for and an understanding of diverse human experiences, eras and ideas.

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| Essential Learning 1* | Use critical thinking to explore issues in literature |
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| Critical Content | 1.C.4b* | a. provide textual evidence and data to support a claim, issue or thesis statement |
| | 2.A.3b | b. interpret and compare main ideas and thematic elements |
| | 2.B.3b | c. connect literature to other disciplines and global issues |
| | * | d. synthesize information to draw conclusions |
| | * | e. discuss content, style, technique and moral issues suggested by literature |
| | 2.A.4c* | f. interpret probable intent and assumptions of the author |
| | 2.A.4b* | g. recognize development of characters as clues to the theme |
| | * | h. identify and apply vocabulary for thinking, including |
| | | <ul style="list-style-type: none">• knowledge• comprehension• application• analysis• synthesis• evaluation• logic |

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| Essential Learning 2 (Learning Standard A) | Identify and apply literary devices |
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| Critical Content | 2.A.3a | a. identify and analyze literary elements and techniques in a variety of works |
| | 2.A.4a* | b. expand knowledge of allusion, including |
| | | <ul style="list-style-type: none">• symbol• foreshadowing• flashback• irony |
| | 2.A.5a* | c. recognize, explain, and illustrate: |
| | | <ul style="list-style-type: none">• hyperbole• alliteration• assonance• simile• metaphor• personification• onomatopoeia• rhyme• rhythm• imagery |
| | 2.A.4b* | d. describe and identify the role of: |
| | | <ul style="list-style-type: none">• antagonist/protagonist• conflict• character (dynamic/static, round/flat) |

- 2.A.4b* e. identify and analyze the purpose of
- style
 - point of view
 - tone
 - setting and mood
 - thematic elements
- * f. differentiate between organic plot and picaresque or non-organic connection in plot

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| Essential Learning 3 (Learning Standard A) | Understand how non-fiction elements and techniques are used to convey meaning |
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| Critical Content | <p>1.B.4c a. select and read non-fiction works</p> <p>2.A.3d* b. recognize author’s intent and voice in non-fiction</p> <p>2.A.3a* c. identify and analyze non-fiction elements including</p> <ul style="list-style-type: none"> • thesis (main idea) • supporting ideas • elaboration (relevant vs. irrelevant) • transition • conclusion <p>1.B.4b* d. analyze and compare a variety of texts for purpose, structure, content, detail and effect</p> |
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| Essential Learning 4 (Learning Standard A) | Understand the unique features of other literary works, such as poetry, drama, mythology, advertising and traditional folklore |
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| Critical Content | <p>2.A.3c a. identify characteristics of a variety of poetic forms, such as</p> <ul style="list-style-type: none"> • narrative • lyric • dramatic <p>2.A.3c* b. understand and describe a variety of dramatic forms</p> |
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| Essential Learning 5 (Learning Standard B) | Read and interpret a variety of literary works |
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| Critical Content | <p>1.B.4c* a. select and read independent reading materials</p> <p>1.C.4b* b. support plausible interpretations with evidence from the text</p> <p>* c. expand genres selected for pleasure to include poetry, essays</p> <p>2.B.4b* d. relate literary works and their characters, settings, and plots to current and historical events, people, and perspectives</p> <p>2.B.3c e. recognize conflicts in literary works, such as</p> <ul style="list-style-type: none"> • man vs. man • man vs. self • man vs. nature • man vs. society |
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| Essential Learning 6* | Make connections to the fine arts |
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| Critical Content | <p>* a. extend interpretation of literary works by connecting to the fine arts</p> |
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**3. Subject Expectation
(State Goal 3)**

The student will write to communicate in a variety of situations

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| Essential Learning 1 (Learning Standard B) (Learning Standard C) | Produce various types of writing for specific audiences |
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| Critical Content | 3.C.3a 3.A.3 | a. produce various types of writing, such as <ul style="list-style-type: none">• narrative• expository• persuasive• creative• comparison/contrast• personal essay• poetry |
| | 3.A.3 | b. produce well-constructed five to seven paragraph essays |
| | 3.B.4a* | c. produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus |
| | 3.C.3a | d. elaborate support from <ul style="list-style-type: none">• experience• literary sources• background material• research materials |
| | 3.B.3a | e. use transitions to produce a smooth, connected essay, such as <ul style="list-style-type: none">• words• phrases• key words• ideas |
| | 3.B.3b | a. edit and revise for word choice, organization, consistent point of view and transitions among paragraphs <ul style="list-style-type: none">• implement vocabulary and imagery for elaboration |

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| Essential Learning 2 (Learning Standard B) | Demonstrate use of a writing process. |
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| Critical Content | 3.B.2a | a. generate and organize ideas using a variety of planning strategies <ul style="list-style-type: none">• pre-write in a variety of forms, such as<ul style="list-style-type: none">- cluster- web- brainstorm- mindmap• draft• revise• edit for sentence variety as well as grammar, punctuation, usage, agreement and transitions• conference and peer edit• publish in a variety of places and forms |
| | 3.B.3b | |
| | 3.B.3b | |
| | 3.B.4b* | |
| | 3.B.3b | |
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- practice impromptu writings and essay tests

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| Essential Learning 3 (Learning Standard B) | Apply literary devices in writing |
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| Critical Content | 3.B.4a* | a. employ figurative language, such as |
| | | <ul style="list-style-type: none">• simile• metaphor• alliteration• hyperbole• personification• imagery |

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| Essential Learning 4* | Use technology to support and reinforce the writing process |
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| Critical Content | 3.C.2b | a. produce and format compositions using available technology |
| | 3.C.2b | <ul style="list-style-type: none">• use home row when keyboarding |
| | 3.C.4b* | <ul style="list-style-type: none">• submit word processed papers regularly• practice word processing and layout |

4. Subject Expectation (State Goal 3) **The student will know, understand and apply English grammar, punctuation, spelling and usage in order to write clearly, interpret corrections and correct spoken and written language.**

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| Essential Learning 1* (Learning Standard A) | Explore etymology and recognize relationships in spelling as well as in meaning |
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| Critical Content | * | a. use a variety of resources to reinforce spelling |
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| Essential Learning 2 (Learning Standard A) | Study parts of speech, parts of a sentence, phrases and clauses. |
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| Critical Content | 3.A.5* | a. produce grammatically correct documents |
| | 3.A.4* | <ul style="list-style-type: none">• practice and apply the vocabulary of grammar |
| | 3.A.4* | <ul style="list-style-type: none">• practice correcting common errors in usage |

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| Essential Learning 3 (Learning Standard A) | Employ a number of sentence styles other than the subject-verb pattern |
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| Critical Content | 3.A.3 | a. place modifying phrases properly |
| | 3.A.3 | b. use a variety of sentence structures, including |
| | | <ul style="list-style-type: none">• simple• compound• complex• compound-complex |

**5. Subject Expectation
(State Goal 4)**

The student will listen and speak effectively in a variety of situations.

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| Essential Learning 1 (Learning Standard A) | Respond appropriately to verbal and non-verbal information |
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| Critical Content | 4.A.1a | a. demonstrate courteous behavior as a participant |
| | 4.A.1a | b. establish eye contact with others when listening or speaking |
| | 4.A.1a | c. display appropriate body language |
| | 4.A.4a* | d. contribute meaningfully and politely to small and large group discussions by following accepted guidelines for verbal interaction |
| | | <ul style="list-style-type: none">• appropriate volume and rate• courteous, turn-taking behavior• respectful, relevant responses• eye contact• appropriate language and vocabulary |

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| Essential Learning 2* | Respond and react to material presented orally |
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| Critical Content | 4.A.4b* | a. practice note-taking |
| | 4.A.4c* | b. organize and analyze oral information |

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| Essential Learning 3* | Modify and/or validate opinions as a result of discussions |
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| Critical Content | 4.B.4a* | a. practice oral argument by formal and informal debate about issues or literary interpretation |
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| Essential Learning 4* | Apply and monitor skills to read fluently, both orally and silently |
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| Critical Content | 1.B.3d | a. read aloud with expression or demonstrate affective involvement with the text through expressive oral reading using appropriate |
| | | <ul style="list-style-type: none">• phrasing• tone of voice• emphasis• intensity• pacing |
| | 4.B.3a | b. deliver focused, coherent presentations that convey ideas clearly |
| | 1.C.4b* | c. clarify and support spoken ideas with evidence and examples |
| | 4.B.3a | d. engage the audience with appropriate verbal cues, facial expressions and gestures |
| | 4.B.2a | e. deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details |

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| Essential Learning 5 (Learning Standard A) | Apply listening skills as individuals and members of a group in a variety of settings |
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| Critical Content | 4.A.3a | a. demonstrate ways that listening attentively can improve comprehension, such as <ul style="list-style-type: none">• provide feedback to a speaker• summarize and paraphrase complex messages (oral reading and discussion)• formulate relevant and focused questions |
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| 6. Subject Expectation (State Goal 6) | The student will use language arts to acquire, assess, analyze and communicate information. |
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| Essential Learning 1 (Learning Standard A) | Know and practice using services available in a library |
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| Critical Content | 5.A.3a | a. use resources, such as <ul style="list-style-type: none">• reference librarians• Library of Congress• reference materials• periodicals• vertical file• digests such as SIRS• audio and video materials |
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| Essential Learning 2 (Learning Standard B) | Choose and analyze additional resources as applicable to clarify meanings of materials |
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| Critical Content | 5.B.3a | a. employ a variety of resources, such as <ul style="list-style-type: none">• glossaries• newspapers• interviews• dictionaries• thesauruses• technological resources |
| | 1.C.4f* | b. connect and interpret information displayed in charts, tables and graphs to printed text |
| | * | c. attempt to include practitioners and experts in a number of fields as part of research for projects and papers |

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| Essential Learning 3 (Learning Standard A) | Locate, organize and use information from various sources |
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| Critical Content | 5.A.3a | a. frame a central question about an issue or situation |
| | 5.B.4a* | b. identify appropriate resources to solve problems or answer questions through research |
| | 5.B.3b | c. cite sources used |
| | 5.B.4b* | d. quote or paraphrase information sources, citing them separately |

- 5.B.3a e. determine the accuracy, timeliness and reliability of materials from various sources

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| Essential Learning 4 (Learning Standard C) | Apply acquired information, concepts and ideas to communicate in a variety of formats |
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| Critical Content | 5.C.3a | a. create a variety of products to communicate acquired information for specific audiences and purposes |
| | 5.C.3b | b. prepare and deliver oral presentations based on inquiry or research |
| | 5.C.3a | c. plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources |
| | 5.C.3b | d. prepare and orally present original work supported by research, such as <ul style="list-style-type: none"> • poems • monologues • reports • plays • stories |
| | 5.C.3c | e. take notes, conduct interviews, organize and report information in oral, visual and electronic formats |
| | * | f. develop skills for technical reading, such as <ul style="list-style-type: none"> • directions on a computer screen • written directions • “how to” manuals • entry forms for contests • order forms • applications |

7. Subject Expectation * The student will grow in self-knowledge and set goals for developing individual talents and interests.

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| Essential Learning 1* | Choose topics and readings to match taste and goals |
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| Critical Content | * | a. make reading choices from periodicals, book lists and available material |
| | * | b. make project choices to employ talents |
| | * | c. share special skills and talents regularly in class |

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| Essential Learning 2* | Understand the concept of multiple intelligences |
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| Critical Content | * | a. fulfill assignments in reading, writing, research and grammar with visual, interpersonal and kinesthetic projects that describe abstract topics |
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| Essential Learning 3* | Understand the characteristics of a gifted individual |
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| Critical Content | * | a. recognize attributes of giftedness in literature |
| | * | b. develop tolerance and appreciation for a variety of giftedness |