

COMMUNITY UNIT SCHOOL DISTRICT 200

Language Arts Middle School Grade 6

1. Subject Expectation (State Goal 1) The student will read with understanding and fluency.

Essential Learning 1 (Learning Standard A)	Apply word analysis and vocabulary skills to comprehend selections
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| Critical Content | 1.A.2a | a. read and comprehend unfamiliar words <ul style="list-style-type: none">• learn and use root words, prefixes, and suffixes to understand word meanings• use synonyms and antonyms to understand the meaning of new words• use context clues to understand the meaning of new words• clarify word meaning using a variety of resources including glossaries, dictionaries, and thesauruses |
| | 1.A.3a | b. develop awareness of word origins and derivations to comprehend words used in specific content areas (e.g. scientific, political, literary, mathematical) |
| | 1.A.3b | c. apply reading strategies to improve understanding and fluency |
| | * | • determine the meaning of a word in context when it has multiple meanings |
| | * | • use the context of the passage to determine the denotative and connotative meanings of words |
| | * | • identify and interpret idioms, similes, analogies, and metaphors to understand implied meanings |
| | * | • increase vocabulary through reading a wide selection of materials |

Essential Learning 2 (Learning Standard B)	Apply reading strategies to improve understanding and fluency
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| Critical Content | 1.B.2a | a. establish purposes for reading; ask questions; make predictions; connect and clarify ideas |
| | 1.B.3a | b. preview reading materials, make predictions and relate reading to information from other sources <ul style="list-style-type: none">• utilize visual elements of the text including, illustrations, captions, tables, graphs, maps, diagrams, headings, and boldface print |

- 1.B.3b c. identify text structure in fiction and nonfiction
 - create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading
- 1.B.3c d. continuously check and clarify for understanding (e.g., in addition to previous skills, draw comparisons to other readings)
 - summarize text by identifying the main ideas and essential details
- *
 - ask literal and inferential questions, using the text to support answers
 - identify cause and effect relationships based on evidence from the text
 - revise and defend predictions based on evidence from the text
- *
 - make connections including text-to-text, text-to-self, and text-to-world
 - recognize the necessity to reread for clarification
- *
 - adjust reading rate to complexity of text and purpose for reading
- 1.B.3d e. read age-appropriate material with fluency and accuracy
 - read aloud with correct pronunciation, phrasing, and expression
- f. identify appropriate strategies and skills to comprehend other forms of text
 - locate specific information using a link (internet)
 - read and examine electronic sources
 - use the reading strategy of skimming to locate an answer on a test
 - locate key words in test questions to formulate a response
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 - detect inferential information from the text to answer test questions

Essential Learning 3 (Learning Standard C)	Comprehend a broad range of reading materials
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| Critical Content | 1.C.3a | a. use information to form, explain and support questions and predictions |
| | 1.C.3b | b. interpret and analyze entire narrative text using story elements, point of view and theme <ul style="list-style-type: none"> • identify setting, characters, and plot elements including conflict, climax, and resolution |
| | * | <ul style="list-style-type: none"> • distinguish primary plot from subplot(s) and major from minor characters • identify narrative voice (e.g., first person vs. third person) |
| | * | <ul style="list-style-type: none"> • recognize author’s viewpoint, message, and theme |
| | 1.C.3c | c. compare, contrast and evaluate ideas and information from various sources and genres |
| | 1.C.3d | d. summarize and make generalizations from content and relate them to the purpose of the material |
| | 1.C.3e | e. compare how authors and illustrators use text and art across materials to express their ideas, e.g., <ul style="list-style-type: none"> • foreshadowing • flashbacks • vivid language |

- * • strong, specific verbs
- * • language that inspires
- 1.C.2f f. interpret information presented in tables, maps and charts
- g. examine the differences between fiction and nonfiction text

2. Subject Expectation **The student will read and comprehend literature from a variety of genres to discover the diversity in human experiences, cultures, and ideas.**
(State Goal 2) **The student will read and understand literature representative of various societies, eras and ideas.**

Essential Learning 1 (Learning Standard A)	Understand how literary elements and techniques are used to convey meaning
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| Critical Content | 2.A.2a/
3a | a. identify and analyze a variety of literary techniques within literary works representing a variety of genres |
| | * | • simile |
| | * | • metaphor |
| | * | • alliteration |
| | * | • onomatopoeia |
| | * | • hyperbole |
| | * | • rhyme |
| | * | • rhythm |
| | * | • personification |
| | 2.A.2b/
3b | b. describe how literary elements are used to create meaning and contribute to the overall impact of a piece of literature |
| | * | • character |
| | * | • setting |
| | * | • plot |
| | * | • point of view |
| | * | • conflict |
| | * | • theme |
| | * | • mood |
| | 2.A.3c | c. identify characteristics and authors of various literary forms |
| | * | • study a variety of genres |
| | 2.A.3d | d. identify ways that an author uses language structure, word choice and style to convey the author’s viewpoint |
| | * | • recognize and use cognitive strategies to enhance understanding |
| | * | e. identify examples of connections among an author, the cultural and historical context and the work |

Essential Learning 2 (Learning Standard B)	Read and interpret a variety of literary works
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| Critical Content | 2B.2a | a. respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts |
| | * | • generalize from specific details |
| | * | • draw inferences from evidence in text |

- 2.B.2a/ 3a b. respond to literary material from personal, creative and critical points of view
 - compare literature to own experience, prior knowledge, and other texts
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 - develop criteria for evaluating literature
- 2.B.2b/ 3b c. identify, explain, compare, and contrast common literary themes across various societies and eras
 - read or listen to fiction and nonfiction material that represents diversity in gender, social classes, and ethnicity
 - identify the cultural setting
 - identify similarities and differences among cultures
 - develop respect for other cultures through literature
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 - recognize cultural universals in literature set in different societies and eras
 - connect literature to other disciplines
- 2.B.3c d. analyze how characters in literature deal with conflict, solve problems and relate to real-life situations
 - recognize how culture and life experiences influence how people respond to challenges
- *
 - identify and interpret motivation of characters

Essential Learning 3*	Develop a personal interest and enjoyment in reading
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- * a. listen to teacher read aloud from a variety of genres
- * b. identify and recommend favorite books and authors
- * c. apply strategies to select appropriate independent reading material such as five-word rule, preview, and book/author talks
- * d. seek guidance in selecting independent reading material from teachers, library personnel, parents, and peers
- * e. read a variety of genres
- * f. expand and select reading text based on topic(s) of personal interest
- * g. read self-selected text independently for a sustained period of time
- * h. participate in book discussions

3. Subject Expectation (State Goal 3) The student will write to communicate for a variety of purposes.

Essential Learning 1 (Learning Standard A)	Use correct grammar, spelling, punctuation, capitalization and structure
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- Critical Content 3.A.2 a. Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation

- construct sentences using correct grammar, conventions, and spelling
- identify and correct fragments and run-on sentences
- use a variety of simple, compound, and complex sentences
- recognize and use the four types of sentences (declarative, interrogative, exclamatory, and imperative)
- identify the subject and predicate in a sentence
- construct sentences with subject/verb agreement
- use spelling patterns, rule generalizations, and word origins to spell words
- * • develop a variety of proofreading strategies including use of resources such as dictionaries and spell check
- copy and transfer words from other sources correctly such as content words from a book
- demonstrate proper use of homophones (e.g., there/their) and high frequency words (e.g., a lot, through)
- * • identify and correctly use parts of speech (noun, verb, adjective, adverb, pronoun, conjunction, preposition, and interjection)
- correctly use periods, question marks, exclamation points, commas, quotation marks, and apostrophes
- use correct capitalization at the beginning of sentences and in proper nouns, proper adjectives, titles, and abbreviations
- produce a well-constructed paragraph, including a topic sentence, supporting details, and an effective closing sentence
- 3.A.3 b. write compositions that contain complete sentences and effective paragraphs using English conventions
- * • write multiple-paragraph expository and persuasive essays including the following:
 - * - an interesting lead and introduction
 - * - clearly identifiable main point(s)
 - * - well-developed support for each main point
 - * - an effective conclusion

Essential Learning 2 (Learning Standard B)	Compose well-organized and coherent writing for specific purposes and audiences.
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| Critical Content | 3.B.3a | a. produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration, and coherence |
| | 3.B.3b | b. edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using available technology and formats suitable for publication <ul style="list-style-type: none"> • demonstrate use of a writing process <ul style="list-style-type: none"> * - prewrite * - draft * - revise * - edit * - conference * - publish |

Essential Learning 3 (Learning Standard C)	Communicate ideas in writing to accomplish a variety of purposes.
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| Critical Content | 3.C.3a | a. write narrative, informative, and persuasive compositions (e.g., fiction, autobiography, reports, essays, literature reviews, instructions, news articles, correspondence, editorials, and advertisements) for a specified audience |
| | 3.C.3b
* | b. use available technology to produce compositions and multimedia works for specified audiences |

4. Subject Expectation (State Goal 4) The student will listen and speak effectively in a variety of situations.

Essential Learning 1 (Learning Standard A)	Listen effectively in formal and informal situations.
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| Critical Content | 4.a.2a | a. demonstrate courteous and respectful behavior as an audience member |
| | * | <ul style="list-style-type: none"> respond and react appropriately to material presented orally |
| | * | <ul style="list-style-type: none"> establish eye contact with speaker(s) |
| | * | <ul style="list-style-type: none"> display appropriate body language |
| | 4.A.3a | b. demonstrate ways that listening attentively can improve comprehension |
| | * | <ul style="list-style-type: none"> process information through note taking |
| | * | <ul style="list-style-type: none"> summarize and respond to literature read aloud |
| | * | <ul style="list-style-type: none"> organize, summarize, and respond personally and critically to oral information |
| | 4.A.3b | c. compare a speaker’s verbal and nonverbal messages |
| | 4.A.2c | d. respond appropriately to verbal and non-verbal directions and comment. |
| 4.A.3c * | e. restate and carry out multi-step oral instructions | |
| 4.A.3d | f. demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, and environmental distractions) | |

Essential Learning 2 (Learning Standard B)	Speak effectively using language appropriate to the situation and audience
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| Critical Content | 4.B.2b | a. use speaking skills and procedures to participate in group discussions |
| | | <ul style="list-style-type: none"> summarize and/or paraphrase information based on student comprehension of text or subject of discussion generate questions to confirm comprehension respond constructively to peers maintain focused responses |
| | 4.B.2c | b. identify methods to manage or overcome communication anxiety and apprehension |
| | 4.B.3a | c. deliver planned oral presentations |
| | | <ul style="list-style-type: none"> use language and vocabulary appropriate to the purpose, message, and audience provide details and supporting information that clarify main ideas |

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 - use visual aids and available technology as support
 - practice appropriate rate, volume, expression, eye contact, and gesture
- 4.B.3d
 - d. use verbal and nonverbal communication strategies to maintain communications and to resolve conflict
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 - use appropriate verbal and nonverbal feedback strategies

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

The student will use language arts to acquire, assess and communicate information.

Essential Learning 1 (Learning Standard A)	Employ technology and appropriate library resources to acquire and assess information. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas
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| Critical Content | 5.A.2a | a. formulate questions and construct a basic research plan <ul style="list-style-type: none"> • define the focus of research |
| | 5.A.2b | b. organize and integrate information from a variety of sources <ul style="list-style-type: none"> • choose a variety of resources to gain new information |
| | 5.A.3a | c. identify appropriate resources to solve problems or answer questions through research |

Essential Learning 2 (Learning Standard B)	Analyze and evaluate information acquired from various sources
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| Critical Content | 5.B.2a | a. determine the accuracy, currency and reliability of materials from various sources <ul style="list-style-type: none"> • examine information from primary print and non-print sources |
| | 5.B.2b | b. cite sources used |

Essential Learning 3 (Learning Standard C)	Apply acquired information, concepts and ideas to communicate in a variety of formats
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| Critical Content | 5.C.2a | a. create a variety of print and non-print documents to communicate acquired information for specific audiences and purposes |
| | 5.C.3a | b. plan, compose, edit, and revise documents that synthesize new meaning gleaned from multiple sources |
| | 5.C.2b | c. prepare and deliver oral presentations based on inquiry or research <ul style="list-style-type: none"> • communicate information that was gathered by research |
| | 5.C.3b | d. prepare and orally present original work (e.g., poems, monologues, reports, plays, and stories) supported by research |
| | 5.C.3c | e. take notes, conduct interviews, organize, and report information in oral, visual, and electronic formats using available technology |