

Effective Date: 2007-08

Hamburg Area School District

Name of Course: Language Arts 6
Department: English

Grade Level: 6

Instructional Time:

Length of Course: 180 days

Period Per Cycle: 6

Length of Period: 54 minutes

Texts and Resources:

A Week in the Woods

Literature textbook

Various fictional texts

Various Nonfictional texts

Scholastic News

A Face on the Milk Carton

Assessments: tests

quizzes

projects

homework

classwork

observation

**Hamburg Area School District
Curriculum**

Course Name: Language Arts 6

Unit: Descriptive writing

**Time Line: Quarter 2
and on-going with "Free Write"**

Essential Question/ Content	Performance Objectives	Anchors/Standards
What are the elements of descriptive writing?	Students will identify and compose a descriptive piece of writing.	1.4.8.A-B, 1.5.8.A-F
What are the elements of poetry?	Students will write a poem using the basic elements of poetry.	1.3.8.D, 1.4.8.A
What is a journal entry?	Students will write journal entries using descriptive techniques.	1.5.8.A-F, 1.4.8.A
What is quality writing?	Students will write with distinct focus, organization, and style as well as correct convention and content.	1.5.8.A-F

**Hamburg Area School District
Curriculum**

**Course Name: Language Arts 6
Unit: Fiction reading**

Time Line: Quarter 1 and 4

Essential Question/ Content	Performance Objectives	Anchors/Standards
What is the intended purpose of a given text?	Students will identify and describe examples from a given text.	R6.A.1.6.2
What is an affix?	Students will identify and understand suffixes and their meanings.	R6.A.1.2.1
How are context clues used?	Students will identify and apply the use of context clues.	R6.A.1.2.2
What are synonyms and antonyms?	Students will identify and use synonyms and antonyms of words in text.	R6.A.1.1.2
What are multiple meaning words?	Student will identify and use multiple meaning words from a given text.	R6.A.1.1.1
What are inferences and conclusions?	Students will make inferences and draw conclusions based on information from a given text. Students will cite evidence to support these generalizations	R6.A.1.3.1 R6.A.1.3.2
What are main ideas and supporting details?	Students will identify and explain the main idea and supporting details.	R6.A.1.4.1
What is a summary?	Students will summarize a given text using main ideas and themes from the text.	R6.A.1.5.1
What makes up a character in a fictional work?	Students will identify character actions, motives, dialogue, feelings, traits, and relationships with other characters in a given text.	R6.B.1.1.1
What is the setting of a given text?	Students will identify time and place as well as their relationship with other elements of the text	R6.B.1.1.1
What are the elements of plot?	Students will understand exposition, rising action, climax, falling action and resolution.	R6.B.1.1.1
What is theme?	Students will identify and understand the theme of a given text.	R6.B.1.1.1

**Hamburg Area School District
Curriculum**

**Course Name: Language Arts 6
Unit: Fiction reading**

Time Line: Quarter 1 and 4

Essential Question/ Content	Performance Objectives	Anchors/Standards
What is essential and nonessential information?	Students will identify and understand essential and nonessential information in a given text.	R6.B.3.2.1
What is an affix?	Students will identify and understand suffixes and their meanings	R6.A.1.2.2
What is fact and opinion?	Students will be able to identify statements of fact and opinion.	R6.B.3.1.1
What is text organization?	Students will identify text organization as sequential, question/answer, comparison/contrast, cause and effect, or problem/solution.	R6.B.3.3.1
What are sound techniques in poetry?	Student will identify sound techniques such as alliteration in poetry.	R6.B.2.1.3
What is figurative language?	Students will identify simile, metaphor, alliteration, and personification in poetry.	R6.B.2.1.1 R6.B.2.1.2 R6.B.2.1.3 R6.B.2.1.4
What is point of view?	Students will identify and describe first and third person point of view and its effectiveness.	R6.B.2.2.1 R6.B.2.2.2

**Hamburg Area School District
Curriculum**

**Course Name: Language Arts 6
Unit: Informational writing**

**Time Line: Quarters 1 and 2
and on-going with "Free Write"**

Essential Question/ Content	Performance Objectives	Anchors/Standards
What are the elements of informational writing?	Students will identify and compose an informational piece of writing.	1.4.8.B 1.5.8.A-F
What is making connections between texts?	Students will make, describe and support connections between texts.	R6.B.1.2.1
What is a personal response to literature?	Students will construct and support personal responses to literature.	R6.A.2.6.1
What is a text citation?	Students will cite examples to support their literature response.	R6.A.1.3.2
What is a summary?	Students will summarize the major points or events of a nonfiction text.	R6.A.2.5.1 1.4.8.B
What is public speaking?	Students will present information to their peers.	R6.A.2.6.1 1.6.8.C
What is a friendly letter?	Students will write a friendly letter using all the proper elements.	1.4.8.B
What is a compare/contrast essay?	Students will write a compare/contrast essay using the proper elements.	R6.B.1.1.1 1.4.8.B
What is quality writing?	Students will write with distinct focus, organization, and style as well as correct convention and content.	1.5.8.A-F

**Hamburg Area School District
Curriculum**

**Course Name: Language Arts 6
Unit: Nonfiction reading**

**Time Line: Quarters 2 and 3
and on-going with Scholastic
News**

Essential Question/ Content	Performance Objectives	Anchors/Standards
What is the intended purpose of a given text?	Students will identify and describe examples from a given text	R6.A.2.6.2
How are context clues used?	Students will identify and apply the use of context clues	R6.A.2.2.2
What are synonyms and antonyms?	Students will identify and use synonyms and antonyms of words in text.	R6.A.2.1.1
What are multiple meaning words?	Student will identify and use multiple meaning words from a given text.	R6.A.2.1.1
What are content specific words?	Students will identify and apply the meaning of content-specific words from Scholastic News.	R6.A.2.1.2
What are inferences and conclusions?	Students will make inferences and draw conclusions based on information from a given text.	R6.A.2.3.1
What are main ideas and supporting details?	Students will identify and explain the main idea and supporting details.	R6.A.2.4.1
What is a summary?	Students will summarize a given text using main ideas and thenes from the text.	R6.A.2.5.1
What makes up a character in a non-fictional work?	Students will identify character actions, motives, dialogue, feelings, traits, and relationships with other characters in a given text.	R6.B.1.1.1
What is setting?	Students will identify time and place as well as their relationship with other elements of the text	R6.B.1.1.1
What are the elements of plot?	Students will understand exposition, rising action, climax, falling action and resolution.	R6.B.1.1.1

**Hamburg Area School District
Curriculum**

**Course Name: Language Arts 6
Unit: Nonfiction reading**

**Time Line: Quarters 2 and 3
and on-going with Scholastic
News**

Essential Question/ Content	Performance Objectives	Anchors/Standards
What is topic in literary nonfiction?	Students will identify and understand the topic of a given text.	R6.B.1.1.1
What are content specific words?	Students will identify and apply the meaning of content-specific words from Scholastic News.	R6.A.2.1.2
What is essential and nonessential information?	Students will identify and understand essential and nonessential information in a given text.	R6.B.3.2.1
What is an informational or persuasive text?	Students will identify and explain the differences between informational and persuasive texts.	R6.A.2.6.1
What is nonfiction?	Students will be able to identify the elements of nonfiction.	R6.B.1.1.1
What is reading for information?	Students will read to be informed.	R6.A.2.6.1
What is fact and opinion?	Students will be able to identify statements of fact and opinion.	R6.B.3.1.1
What is text organization?	Students will identify text organization as sequential, question/answer, comparison/contrast, cause and effect, or problem/solution.	R6.B.3.3.1
What is an affix?	Students will identify and understand suffixes and their meanings.	R6.A.2.2.1
How does the text support a generalization?	Students will cite evidence from the text to support generalizations.	R6.A.2.3.2
What are the components/structures of text organization?	Students will use headings, graphics/charts, and sequence of steps to interpret and understand text.	R6.B.3.3.2 R6.B.3.3.3 R6.B.3.3.4

**Hamburg Area School District
Curriculum**

Course Name: Language Arts 6

Unit: Sustained Silent Reading / Read Aloud

Time Line: On-going

Essential Question/ Content	Performance Objectives	Anchors/Standards
What are inferences and conclusions?	Students will make inferences and draw conclusions based on information from a given text. Students will cite evidence to support these generalizations	R6.A.1.3.1 R6.A.1.3.2
What are main ideas and supporting details?	Students will identify and explain the main idea and supporting details.	R6.A.1.4.1
What is a summary?	Students will summarize a given text using main ideas and themes from the text.	R6.A.1.5.1
What makes up a character in a given text?	Students will identify character actions, motives, dialogue, feelings, traits, and relationships with other characters in a given text.	R6.B.1.1.1
What is setting?	Students will identify time and place as well as their relationship with other elements of the text	R6.B.1.1.1
What are the elements of plot?	Students will understand exposition, rising action, climax, falling action and resolution.	R6.B.1.1.1
What is theme?	Students will identify and understand the theme of a given text.	R6.B.1.1.1

**Hamburg Area School District
Curriculum**

Course Name: Language Arts 6

Unit: Grammar (taught through writing and "Caught Ya" activities)/ **Speaking
and**

Time Line: On-going

Listening

Essential Question/ Content	Performance Objectives	Anchors/Standards
What are the four types of sentences?	The student will: * Identify and define declarative, imperative, interrogative and exclamatory sentences * Write using all four types of sentences * Identify the placement and correct use of capital letters	1.5.8.F
What are the three types of end punctuation?	The student will: * Punctuate sentences as follows Declarative - period Imperative - period Interrogative - question mark Exclamatory - exclamation mark	1.5.8.F
How are commas used?	The student will: * Identify and use commas in a series * Identify and use commas with equal adjectives * Identify and use commas with direct address * Recognize commas used for appositives * Identify and use commas in compound sentences	1.5.8.F

**Hamburg Area School District
Curriculum**

Course Name: Language Arts 6

Unit: Grammar (taught through writing and "Caught Ya" activities)/ **Speaking
and**

Time Line: On-going

Listening

Essential Question/ Content	Performance Objectives	Anchors/Standards
<p>What are the eight parts of speech?</p>	<p>The student will:</p> <ul style="list-style-type: none"> * Identify and define nouns <ul style="list-style-type: none"> - common/proper - singular/plural - possessive * Identify and define verbs <ul style="list-style-type: none"> - action - state of being - linking * Identify and define pronouns <ul style="list-style-type: none"> - subject/object - possessive * Identify and define adjectives <ul style="list-style-type: none"> - articles - comparative/superlative - demonstrative * Identify and define adverbs <ul style="list-style-type: none"> - modifying verbs * Identify and define conjunctions * Identify and define prepositions * Identify and define interjections * Write sentences using parts of speech correctly 	<p>1.5.8.F</p>

**Hamburg Area School District
Curriculum**

Course Name: Language Arts 6

Unit: Grammar (taught through writing and "Caught Ya" activities)/ **Speaking
and**

Time Line: On-going

Listening

Essential Question/ Content	Performance Objectives	Anchors/Standards
What are quotation marks?	The student will: * Identify quotation marks and describe why they are used * Place quotation marks in a piece where they are missing * Begin to use quotations correctly in their own writing	1.5.8.F
What are the important elements of paragraph structure?	* Write in complete sentences * Write a topic sentence * Write sentences that include supporting details * Write a closure sentence	1.5.8.F
What is speaking and listening?	Students will use appropriate speaking and listening skills.	1.6.8.A-F

**Hamburg Area School District
Curriculum**

**Course Name: Language Arts 6
Unit: Narrative writing**

**Time Line: Quarters 3 and 4
and on-going with "Free Write"**

Essential Question/ Content	Performance Objectives	Anchors/Standards
What are the elements of narrative writing?	Students will identify and compose a narrative piece of writing.	1.4.8.A 1.5.8.A-F
What is a journal entry?	Students will write journal entries using descriptive techniques.	1.5.8.A-F 1.4.8.A
What is quality writing?	Students will write with distinct focus, organization, and style as well as correct convention and content.	1.5.8.A-F