

## Sixth Grade Communication Arts BIG IDEA Curriculum Guide

| 1 <sup>st</sup> quarter   | 2 <sup>nd</sup> quarter  | 3 <sup>rd</sup> quarter  | 4 <sup>th</sup> quarter   |
|---|--|--|---|
| <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Genres: realistic fiction, science fiction</li> <li>• Conduct an interview</li> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Use the library</li> <li>• Choose reference sources</li> <li>• Read a form</li> <li>• Use a field guide</li> <li>• Predictions</li> <li>• Inferences</li> <li>• Sequence</li> <li>• Story elements</li> <li>• Compare and contrast</li> <li>• Draw conclusions</li> <li>• Problem and solution</li> <li>• Character</li> <li>• Summarize</li> <li>• Generalizations</li> <li>• Steps in a process</li> </ul> <p><b>Language Study</b><br/><i>(spelling, grammar, vocabulary)</i></p> <ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Context clues</li> <li>• Multiple meaning words</li> <li>• Compound words</li> <li>• Short vowels</li> <li>• Long a and long e</li> </ul> | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Genres: biographical sketch, SS article, fantasy, narrative nonfiction, realistic fiction, folk tale, informational nonfiction</li> <li>• Use parts of a book</li> <li>• Read a biography</li> <li>• Read a newspaper</li> <li>• Read a Braille chart</li> <li>• Read a diagram</li> <li>• Read an outline</li> <li>• Read a map</li> <li>• Read a timeline</li> <li>• Compare and contrast</li> <li>• Problem and solution</li> <li>• Main idea</li> <li>• Draw conclusions</li> <li>• Author’s purpose</li> <li>• Point of view</li> <li>• Summarize</li> <li>• Steps in a process</li> <li>• Cause and effect</li> <li>• Setting</li> <li>• Character</li> <li>• Make inferences</li> <li>• Make generalizations</li> </ul> <p><b>Language Study</b><br/><i>(spelling, grammar, vocabulary)</i></p> <ul style="list-style-type: none"> <li>• Multiple meaning words</li> </ul> | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Genres: historical fiction, narrative nonfiction, realistic fiction, myth, informational story</li> <li>• Read a floor plan</li> <li>• Read a bar graph</li> <li>• Read a map</li> <li>• Read a schedule</li> <li>• Read a line graph</li> <li>• Read a family tree</li> <li>• Read a constellation map</li> <li>• Read a flow chart</li> <li>• Fact and non-fact</li> <li>• Form generalizations</li> <li>• Important and unimportant information</li> <li>• Story elements</li> <li>• Sequence of events</li> <li>• Story elements</li> <li>• Make inferences</li> <li>• Judgments and decision</li> <li>• Summarize</li> <li>• Main idea</li> <li>• Make predictions</li> <li>• Draw conclusions</li> </ul> <p><b>Language Study</b><br/><i>(spelling, grammar, vocabulary)</i></p> <ul style="list-style-type: none"> <li>• Suffixes</li> <li>• prefixes</li> </ul> | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Genres: biography, realistic fiction, fairy tale</li> <li>• Read a circle graph</li> <li>• Read a chart</li> <li>• Reference sources</li> <li>• Story elements</li> <li>• Make inferences</li> <li>• Sequence of events</li> <li>• Judgments and decisions</li> <li>• Draw conclusions</li> <li>• Techniques of persuasion</li> <li>• Problem and solution</li> <li>• Evaluate evidence and sources</li> <li>• Summarize</li> <li>• Setting</li> <li>• Form generalizations</li> <li>• Character</li> <li>• Fact and non-fact</li> </ul> <p><b>Language Study</b><br/><i>(spelling, grammar, vocabulary)</i></p> <ul style="list-style-type: none"> <li>• Denotation and connotation</li> <li>• Context clues</li> <li>• Prefixes</li> <li>• Analogies</li> <li>• Words with suffixes</li> <li>• Words from Math</li> <li>• Ea words</li> <li>• Words with prefixes</li> </ul> |

|   |  |   |   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>• Long l and long o</li> <li>• Ū and ü</li> <li>• Words from Social Studies</li> <li>• Syllable patterns</li> <li>• Words with f, k, and s</li> <li>• Sentences</li> <li>• Subjects and predicates</li> <li>• Sentence combining</li> <li>• Complex sentences</li> <li>• Run-on sentences</li> <li>• Common and proper nouns</li> <li>• Singular and plural nouns</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Personal narrative</li> <li>• Writing that compares</li> </ul> | <ul style="list-style-type: none"> <li>• Compound words</li> <li>• Context clues</li> <li>• Figurative language</li> <li>• Words with ou and oi</li> <li>• Plurals</li> <li>• F, k, s</li> <li>• Words from the Arts</li> <li>• Words with ô and ôr</li> <li>• Words with âr and âr</li> <li>• Words with îr and ûr</li> <li>• Adding –ed and –ing</li> <li>• Words from Music</li> <li>• Plural nouns</li> <li>• Possessive nouns</li> <li>• Appositives</li> <li>• Main and helping verbs</li> <li>• Verb tenses</li> <li>• Linking verbs</li> <li>• Irregular verbs</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Writing that compares</li> <li>• Explanatory writing</li> </ul> | <ul style="list-style-type: none"> <li>• Root words</li> <li>• Denotation and connotation</li> <li>• Context clues</li> <li>• Words with sh, ch, and zh</li> <li>• Words with er, el, and en</li> <li>• Spelling unstressed syllables</li> <li>• Words with silent letters</li> <li>• Words from Science</li> <li>• Compound words</li> <li>• Syllable patterns</li> <li>• Homophones and homographs</li> <li>• F, k, and s</li> <li>• Words with suffixes</li> <li>• îr and ûr</li> <li>• Adjectives</li> <li>• Articles</li> <li>• Adjectives that compare</li> <li>• Comparatives with <i>more</i> and <i>most</i></li> <li>• Comparing <i>good</i> with <i>bad</i></li> <li>• Pronouns</li> <li>• Subject and object pronouns</li> <li>• Possessive pronouns</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Expository writing</li> <li>• Writing a story</li> </ul> | <ul style="list-style-type: none"> <li>• Words from Foreign Languages</li> <li>• Words with Latin Roots</li> <li>• Words from Social Studies</li> <li>• Ou and oi</li> <li>• Ô words</li> <li>• Er, el, and en</li> <li>• Indefinite pronouns</li> <li>• Pronoun-verb agreement</li> <li>• Adverbs</li> <li>• Adverbs that compare</li> <li>• Negatives</li> <li>• Prepositions</li> <li>• Sentence combining</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Writing a story</li> <li>• Persuasive writing</li> </ul> <p>OPTIONAL: Read 22 (14 fiction and 8 non-fiction) throughout the year at school or at home to meet Missouri Reading Circle requirements—check possibility of Lifetime Reading Circle Certificate Award</p> |
|---|--|---|---|

## On-going....

### **Reading**

- Apply decoding strategies to problem-solve unknown words when reading and through word work instruction.
- Read grade-level instructional text in a guided reading or literature study group with fluency, accuracy, and expression, adjusting reading rate to difficulty and type of text
- Develop vocabulary through text
- Provide direct instruction on grade-level appropriate M.A.P. glossaries
- Apply pre-reading strategies to aid comprehension: access prior knowledge, preview, predict with evidence, set a purpose and rate for reading
- During reading, utilize strategies
- Apply post-reading skills to demonstrate comprehension of text
- Compare, contrast, and analyze connections between: text to text (information and relationships in various fiction and non-fiction works), text to self (text ideas and own experience), text to world (text ideas and the world by responding to literature that reflects a culture and historic time frame)
- Read a variety of genres and identify the elements in that genre
- Encourage exploration through shared, reading aloud, and independent reading
- Read 22 (14 fiction and 8 non-fiction) throughout the year at school or at home to meet Missouri Reading Circle requirements
- Use grade level text to locate and recognize text features
- Identify and explain examples of literary techniques in text previously introduced in earlier grades
- Use details from the text
- Read and follow multi-step directions to complete a complex task

### **Writing**

- Follow a writing process (\*using guided, shared, interactive, and independent writing)
- Generate a draft
- Reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (W2A, W2B, W2C, W2D)
- Share writing
- Compose text
- Write text

- In written text: capitalize proper adjectives, capitalize appropriate words in dialogue, with assistance; use comma in compound sentences, apostrophe in irregular and plural possessives, quotation marks in dialogue, with assistance; punctuate prepositional phrases and appositives correctly; use standard spelling, classroom resources, including dictionary, to edit for correct spelling
- Compose a variety of texts, using narrative, descriptive, and/or persuasive features, including a summary (narrative or informational)
- Create legible daily work and compositions
- Use of correct cursive in appropriate situations
- Daily edit
- Correct spelling of high frequency words

### ***Listening and Speaking***

- Listen for enjoyment, information, directions, and to identify/interpret tone, mood, and emotion of verbal and nonverbal communication.
- Use **active-listening behaviors** (asks questions of speaker and uses body language and facial expressions to indicate agreement, or disagreement or confusion)
- In discussions and presentations: speak clearly and stay on topic, use appropriate volume, tone of voice, rate of speech, fluency/inflections and eye contact
- Give clear and concise multi-step oral directions to complete a task

### ***Information Literacy***

- Develop questions and statements of purpose to guide research
- Locate and use multiple resources to: acquire information, answer questions, support purpose
- Record relevant information using a variety of note-taking and **organizational strategies**
- Define **plagiarism** and document research sources
- Identify and explain viewpoints conveyed in various media (videos, pictures, web-sites, artwork, plays and/or news programs)

## BIG IDEAS to explore throughout the year

### ***Reading***

- Develop and apply skills and strategies to the reading process
- Comprehend, analyze, and evaluate a variety of fiction, poetry, and drama
- Comprehend, analyze, and evaluate a variety of non-fiction (biographies, newspapers, technical manuals)

### ***Writing***

- Apply a writing process in composing text
- Compose well-developed text
- Write effectively in various forms and types of writing

### ***Listening and Speaking***

- Develop and apply effective listening skills and strategies
- Develop and apply effective speaking skills and strategies for a variety of audiences and purposes
- Develop and apply effective research process skills to gather, analyze, and evaluate information
- Develop and apply effective skills and strategies to analyze and evaluate oral and visual media