

SUBJECT: Language Arts

GRADE: SIX (6)

BROAD OUTCOMES

TERM: ONE (1)

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>A1 – Interpersonal Communication - Communicating to interact socially</p>	<ol style="list-style-type: none"> 1. Listen attentively and respond appropriately to an oral communication. 2. Listen attentively and critically to detect use of Standard English or dialect by a speaker or in the oral communication of a text message. 3. Listen attentively to multiple instructions and directions and follow them. 4. Listen to identify the tone, mood and emotion conveyed by a speaker in an oral communication. 5. Listen and observe to detect how choice of vocabulary and paralinguistic cues such as pitch, tone, loudness, relate to the non verbal message (body language, gestures, posture, etc.) conveyed by a speaker. 	<p>Observation, imitation, checklist, discussions</p> <p>Anecdotal records, observations, use pre-recorded dialogues for students to listen to and discuss.</p>
<p>A2 – Communicating to give and to get information.</p>	<ol style="list-style-type: none"> 6. Listen to get instructions and directions and follow them. 7. Listen to determine the main point of an oral communication. 8. Give clear directions and instructions. 9. Ask pertinent questions to get information. 	<p>Checklist, orals, treasure hunts, discussions</p>
<p>B1 – Listening and speaking for enjoyment and to expression personal response to literature.</p>	<ol style="list-style-type: none"> 10. Listen to delight in language used for aesthetic purposes and use language for these purposes. 11. Listen to determine the rhythmic patterns of poetry selections and express a personal response. 	<p>Observations, use poems and dramatic monologues Dialogues where pupils will listen and evaluate Oral presentation</p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>B2 – Listening and speaking for understanding and to develop critical thinking</p>	<p>12. Read aloud literary selections fluently, accurately and with expression, using appropriate intonation and pacing.</p> <p>13. Recount personal experiences, stories in a lively and interesting way so as to engage the listener.</p> <p>14. Give a report on a literary selection they have read and present an interpretation of the work that shows they have read it carefully and understood it.</p> <p>15. Give a presentation that shows a clear pattern of organization of points and which provides examples and information from the work as evidence to support the points they have made.</p> <p>16. Give a narrative presentation in which they establish point of view, plot and a context for the story.</p> <p>17. Listen to determine a speaker’s purpose.</p> <p>18. Listen to make inferences and draw appropriate conclusions from messages communicated orally.</p> <p>19. Infer cause and effect relationships in expository selections.</p> <p>20. Listen to identify the pattern of organization of points in an oral presentation.</p> <p>21. Listen to identify and explain the theme of the story.</p> <p>23. Show sustained and accurate use of standard English language conventions in their oral communications, especially for academic work.</p>	<p>Choral recitation, retelling, anecdotal records</p> <p>Checklist, role play</p> <p>Oral presentations Checklist, story samples</p> <p>Observations, audio clips, note sheets, teacher made test. Expository passages to show clear cause/effect.</p> <p>Imitation, anecdotal records</p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>B4 – Vocabulary building and concept development for oral communication in classrooms and other contexts</p> <p>C – Voice skills</p> <ul style="list-style-type: none"> - developing clear diction - enunciation - pronunciation 	<p>24. Ask questions that are well-formulated and sufficiently focused in scope to permit a complete answer by the speaker.</p> <p>32. Identify key words in selections that they listen to and interpret their meanings in the given contexts.</p> <p>33. Use words for their denotative and connotative meanings as well as for their sensory appeal in their oral presentation.</p> <p>34. Choose words that are appropriate to their purpose, the topic and the intended audience.</p> <p>35. Use their Word Banks for recording new words that they encounter from subjects across the curriculum and use them as appropriate in their oral presentations.</p> <p>36. Use sensory words in their description of places (setting of story) characters, objects.</p> <p>37. Give an oral presentation with confidence and clarity of speech.</p> <p>38. Vary the rate of speech in making the presentation pausing when necessary to keep the audience on track.</p> <p>39. Moderate volume, tone and pitch for effective presentation.</p> <p>40. Pronounce words accurately, enunciate clearly, provide emphasis where needed and use appropriate gestures to engage audience.</p> <p>41. Display good listening and speaking habits in oral communicative situations.</p> <p>42. Give an oral presentation with confidence.</p>	<p>Oral (modeling)</p> <p>Oral, use of games</p> <p>Oral</p> <p>Teacher made test, observation</p> <p>Discussion, retelling through oral presentation</p> <p>Read aloud, observation</p> <p>Imitation</p> <p>Oral presentation Use audio tapes</p> <p>Class recitations/choral speaking</p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>A – Understanding about texts - Organization and context</p> <p>B – Word recognition, decoding and developing fluency</p> <p>C1 – Constructing meaning: critical thinking and reading</p>	<p>43. Speak clearly and use appropriate strategies to engage the listener.</p> <p>44. Respond appropriately to questions asked by a listener.</p> <p>45. Sustain the use of standard English in oral presentations.</p> <p>1. Use tables of contents, headings and sub-headings of a text to get an idea of its contents.</p> <p>2. Identify and talk about the features and characteristics of different text type such as narrative, expository, persuasive.</p> <p>3. Identify and talk about the difference in genres such as poetry, fiction, drama, non-fiction, biography, autobiography.</p> <p>4. Decode words fluently and accurately and use appropriate strategies to decode complex, unfamiliar words.</p> <p>5. Read texts at grade level fluently, accurately and with expression.</p> <p>6. Use contextual clues to help with recognition of a word.</p> <p>7. Read for different purposes; eg. getting information, for enjoyment and to learn new concepts.</p> <p>9. Identify the main idea and the information that supports and clarifies it.</p> <p>10. Relate main idea to other related and relevant topics and information</p>	<p>Questioning</p> <p>Observations</p> <p>Readers theatre</p> <p>Templates</p> <p>Templates</p> <p>Readers’ Theatre</p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>C2 – Responding and literature</p>	<p>16. Use a variety of strategies to overcome misunderstandings as they read and to aid their understanding of the text.</p> <p>17. Make inferences based on implicit information in the text and justify them.</p> <p>18. Use a story grammar to analyse narrative texts.</p> <p>19. Identify the point of view used by an author in a narrative; discuss the difference between first and third person narration.</p> <p>20. Analyse characters, their traits (qualities) motives and the effect of their actions of development of the plot of the story.</p> <p>21. Identify the theme of a story and discuss how the author expresses that theme eg. through the characters and their actions.</p> <p>22. Identify the setting of the story and determine how it contributes to the overall mood of the narrative.</p> <p>23. Identify the theme of a poem and discuss how the poet’s choice of words, the imagery, figurative language, rhythmic and rhyming patterns contribute to its overall meaning.</p> <p>24. Determine the difference between fantasy and reality.</p> <p>25. Identify the forms of fiction and talk about the characteristics of each.</p> <p>26. Identify figurative language (imagery, common literary devices) used in the literary texts at their grade and discuss their contribution to and their effect in the text. (eg. simile, metaphor, personification, onomatopoeia).</p>	<p>Story grammar template</p> <p>Graphic organizers</p> <p>Graphic organizer (contrast web)</p> <p>Graphic organizer</p>

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C3 – Vocabulary building and concept development	27. Use new texts that they read especially expository texts to find new words. 28. Identify common foreign words in English and use them appropriately. 29. Identify connectives and determine their meanings in the materials they read. 30. Use connotations of words to convey subtle meanings. 31. Identify common figures of speech used in texts and interpret their effectiveness. 32. Read widely to build on their repertoire of words. 33. Use a dictionary and a thesaurus to verify their understanding of the meaning of a word and to select alternative words that have the same meaning. 34. Show that they understand the difference in meaning between commonly confused words. 35. Interpret the meaning of connectives in sentences.	Reading log
D – Reading and Writing connections	36. Respond to texts that they have read in various ways.	
E – Attitudes and interest	37. Engaged in sustained silent independent reading every day. 38. Use books as a major source of information and enjoyment. 39. Discuss books that they have read with their classmates. 40. Retell stories that they have heard.	Book reports Response to literature Story retelling checklist

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B – Using process strategies for shaping their writing.	27. Use a checklist as a guide to revise and edit their compositions.	Checklist	
	28. Read the composition of a classmate and offer helpful comments based on a critical reading of it, using a checklist to guide the reading.		
C – Research skills	29. Select and use information from various sources for developing their abilities in all strands of the language arts.		
	30. Use library and online resources to find information.		
D – Technical aspects of writing	33. Write and speak using standard English.		Oral presentation
	34. Write sentences in English that are grammatically accurate and clear.		
D1 – Language conventions for writing and speaking	35. Use simple, complex, compound and compound – complex sentences in their writing.		
	36. Use appropriate coordinating and subordinating conjunctions in their sentences.		
D2 – Vocabulary use and spelling	37. Use new words they have learned accurately in their writing.		
	38. Select words carefully to convey the intended meaning.		
	39. Use words that reflect finer shades of meaning (eg. connotations) in their writing.		
	40. Use words with sensory appeal to present descriptions, characters and in their writing where appropriate.		
	41. To explore spelling patterns of consonants.		
	42. To use appropriate endings for comparatives.		

