

SUBJECT: Language Arts

GRADE: SIX (6)

BROAD OUTCOMES

TERM: TWO (2)

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>B2 – Listening and speaking for understandings and to develop critical thinking.</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>22. Ask appropriate questions of a speaker for clarification about a topic.</p> <p>23. Show sustained and accurate use of standard (Caribbean) English Language conventions in their oral communications, especially for academic work (see glossary for definition/explanation of Caribbean Standard).</p> <p>24. Ask questions that are well-formulated and sufficiently focused in scope to permit a complete answer by the speaker.</p> <p>25. Give a clear informative presentation in which they develop points around a topic and use examples and other textual information as evidence to support the points they have made.</p> <p>26. Give a persuasive presentation in which they state a clear position supported with appropriate evidence (eg. examples, facts) and in which the points are development and presented in a logical and effective order.</p> <p>27. Give a presentation in which they identify a problem and propose a solution.</p>	<p>Observation, imitation, checklist, discussions</p> <p>Anecdotal records, observations, use pre-recorded dialogues for students to listen to and discuss.</p> <p>Checklist, orals, treasure hunts, discussions</p>
<p>B3 - Listening and speaking to evaluate concepts</p>	<p>28. Listen to identify techniques of persuasion and propaganda used in advertisement intended for airing on television and radio.</p> <p>29. Listen to distinguish fact and opinion.</p>	<p>Advertisements from print, advertisements from radio and TV sample dialogues</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 - developing clear diction; enunciation and pronunciation</p>	<p>30. Listen to identify the emotional appeals in advertisement and speeches.</p> <p>31. Listen to determine the rhythmic patterns of poetry selections and express a personal response.</p> <p>32. Read aloud literary selections fluently, accurately and with expression, using appropriate intonation and pacing.</p> <p>33. Use words for their denotative and connotative meanings as well as 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 appropriate in their oral presentations.</p> <p>37. Give an oral presentation with confidence and clarify 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>Checklist, oral presentation</p> <p>Quick write, cloze passages</p> <p>Observation, oral presentation</p> <p>Performance tasks</p> <p>Read aloud</p> <p>Choral recitation of poems</p> <p>Oral presentation, imitation, checklist</p> <p>Modeling, oral presentation</p> <p>Checklist, observation</p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>B – Word recognition, decoding and developing fluency</p> <p>C – Constructing meaning: critical reading and thinking</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>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>8. Read expository texts to determine literal and implied meanings, arrive at plausible conclusions and make reasonable judgments based on the information provided in the text.</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>11. Read expository material to determine the relevance adequacy and appropriateness of the examples and details given as evidence by the author to support the main idea.</p> <p>12. Analyse the pattern of organization in an expository paragraph that is developed by comparison and contrast.</p> <p>13. Examine different types of forms to determine the information required and to provide compete answers.</p>	<p>Observation, retell, modeling/imitation</p> <p>Role play/class recitations</p> <p>Templates</p> <p>Templates</p> <p>Readers’ Theatre</p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>C3 – Vocabulary building and concept development</p>	<p>14. Read persuasive (and expository) texts to identify the conclusion made by the author and to determine their soundness based on the points made and the evidence given.</p> <p>15. Identify instances of misleading information and propaganda presented in persuasive texts and other materials that they encounter in cross curricular subjects.</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. Made inferences based on implicit information in the text and justify them.</p> <p>27. Use new texts that they read, especially expository texts to find new words.</p> <p>28. Identify common foreign words in English and use them appropriately.</p> <p>29. Identify connectives and determine their meanings in the materials they read.</p> <p>30. Use connotations of words to convey subtle meanings.</p> <p>31. Identify common figures of speech used in texts and interpret their effectiveness.</p> <p>32. Read widely to build to their repertoire of words.</p> <p>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.</p> <p>34. Show that they understand the difference in meaning between commonly confused words.</p> <p>35. Interpret the meaning of connectives in sentences.</p>	<p>Story grammar template</p> <p>Graphic organizers</p> <p>Graphic organizer (contrast web)</p> <p>Graphic organizer</p>

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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.	Reading log		
	38. Use books as a major source of information and enjoyment.			
	39. Discuss books that they have read with their classmates.			
A1 – Writing for self/for personal pleasure and enjoyment	1. Maintain a reading journal.	Journal		
	2. Maintain a writing journal and use it as a resource for ideas for writing.			
A2 – Writing for others	3. Select the text type that is best suited to the purpose for writing and to the intended audience.	Sample letters		
	6. Write a letter to the editor of a newspaper or magazine stating a position.			
A2.2 – Writing for school purposes	7. Write expository compositions that consist of several clear and coherent paragraphs.	Portfolios		
	8. Choose a topic and develop it, include a main idea and adequate examples, relevant information as evidence to support it.			
	9. Use different organization patterns to develop an expository paragraph, eg. compare and contrast, by order of importance of the points being presented, by building up to the most important point.		Graphic organizers	
	10. Write a paragraph/composition in which they state a problem and offer (a) solution(s)			
	11. Present an interesting introduction and suitable conclusion for their compositions.			

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>B – Word recognition, decoding and developing fluency</p> <p>C1 – Constructing meaning: critical thinking and reading</p> <p>B - Using process strategies for shaping their writing</p>	<p>16. Write responses to literature eg. a book report an interpretation of the text that shows careful reading and understanding of it.</p> <p>17. Use examples and textual evidence to illustrate and support points made in the report/ interpretive composition.</p> <p>18. Write a persuasive composition in which they state a clear position and give evidence to support it.</p> <p>19. Organize supporting points and evidence in the most effective order.</p> <p>20. Write a short research report in which they pose a question and answer it thoroughly in the paper.</p> <p>21. Consult encyclopedias, online materials and other sources to get information for a research report.</p> <p>22. Conduct interviews with relevant people to get information for a research report.</p> <p>23. Select words (exact nouns, verbs, adjectives) that best convey the intended meaning.</p> <p>24. Use a range of prewriting strategies to generate ideas for writing.</p> <p>25. Use strategies to organize their ideas/points for writing eg. webs, clusters, simple outlines.</p> <p>26. Revise and edit their work to improve it and prepare a good final draft.</p> <p>27. Use a checklist as a guide to revise and edit their compositions.</p>	<p>Book reports</p> <p>Sample compositions</p> <p>Report</p> <p>Oral presentation</p> <p>Student samples</p> <p>Checklist</p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>C – Research skills</p>	<p>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.</p> <p>29. Select and use information from various sources for developing their abilities in all strands of the language arts.</p> <p>30. Use library and online resources to find information.</p> <p>31. Use basic word processing skills to prepare a simple report.</p> <p>32. Use appropriate documentation for material they use from different sources.</p> <p>33. Write and speak using standard English.</p> <p>34. Write sentences in English that are grammatically accurate and clear.</p> <p>35. Use simple, complex, compound and compound-complex sentences in their writing.</p> <p>36. Use appropriate coordinating and subordinating conjunctions in their sentences.</p> <p>37. Use new words they have learned accurately in their writing.</p> <p>38. Select words carefully to convey the intended meaning.</p> <p>39. Use words that reflect finer shades of meaning (eg. connotations) in their writing.</p> <p>40. Use words with sensory appeal to present descriptions, characters and in their writing where appropriate.</p> <p>41. To explore spelling patterns of consonants.</p>	<p>Reports</p>

