

.SUBJECT: Language Arts

GRADE: SIX (6)

BROAD OUTCOMES

TERM: THREE (3)

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>24. Ask questions that are well-formulated and sufficiently focused in scope to permit a complete answer by the speaker.</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>22. Ask appropriate questions of a speaker for clarification about a topic.</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>Role play</p> <p>Observation, teacher made test, orals, etc.</p> <p>Role play, teacher made tests, observations, checklist</p> <p>Discussion</p> <p>Story map/readers, theatre, oral discussion</p> <p>Jumbled up list of sentences, oral presentation</p> <p>Template for story, grammar, performance tasks</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>Advertisements, (audio and written)</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>D – Attitudes and interest</p>	29. Listen to distinguish fact and opinion.	Oral presentation
	30. Listen to identify the emotional appeals in advertisement and speeches.	Video clips, oral presentation
	31. Evaluate the oral presentations made by self and classmates.	Observation, checklist
	32. Identify key words in selections that they listen to and interpret their meanings in the given contexts.	Quiz, observation
	33. Use words for their denotative and connotative meanings as well as their sensory appeal in their oral presentation.	
	34. Choose words that are appropriate to their purpose, the topic and the intended audience.	Discussion, questioning
	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.	Portfolios
	37. Give an oral presentation with confidence and clarity of speech.	Demonstration, checklist, observations
	38. Vary the rate of speech in making the presentation, pausing when necessary to keep the audience on track.	
	39. Moderate volume, tone and pitch for effective presentation.	Retelling, oral presentation
	40. Pronounce words accurately, enunciate clearly, provide emphasis where needed and use appropriate gestures to engage audience.	Discussions, modeling, demonstration
	41. Display good listening and speaking habits in oral communicative situations.	Retelling
42. Give an oral presentation with confidence.	Oral presentation	

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>B – Word recognition, decoding and developing fluency</p> <p>C1 – 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>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</p>	<p>Modeling, imitation</p> <p>Oral presentation</p> <p>Oral presentation, teacher made tests</p> <p>Templates</p> <p>Readers’ Theatre</p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>C3 – Vocabulary building and concept development</p> <p>D – Reading and writing connections</p> <p>E – Attitudes and interest</p>	<p>understanding of the text.</p> <p>17. Made inferences based on implicit information in the text and justify them.</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>36. Respond to texts that they have read in various ways.</p> <p>37. Engaged in sustained silent independent reading every day.</p> <p>38. Use books as a major source of information and enjoyment.</p> <p>39. Discuss books that they have read with their classmates.</p>	<p>Story grammar template</p> <p>Graphic organizers</p> <p>Graphic organizer (contrast web)</p> <p>Graphic organizer</p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>A1 – Writing for self/for personal pleasure and enjoyment</p> <p>A2 – Writing for others</p> <p>A2.2 – Writing for school purposes</p>	<ol style="list-style-type: none"> <li>1. Maintain a reading journal.</li> <li>2. Maintain a writing journal and use it as a resource for ideas for writing.</li> <li>3. Select the text type that is best suited to the purpose for writing and to the intended audience.</li> <li>8. Choose a topic and develop it, include a main idea and adequate examples, relevant information as evidence to support it.</li> <li>10. Write a paragraph/composition in which they state a problem and offer (a) solution(s)</li> <li>11. Present an interesting introduction and suitable conclusion for their compositions.</li> <li>12. State a purpose (thesis) for the composition and provide adequate support in the form of an explanation or persuasive evidence.</li> <li>18. Write a persuasive composition in which they state a clear position and give evidence to support it.</li> <li>19. Organize supporting points and evidence in the most effective order.</li> <li>20. Write a short research report in which they pose a question and answer it thoroughly in the paper.</li> <li>21. Consult encyclopedias, online materials and other sources to get information for a research report.</li> <li>23. Select words (exact nouns, verbs, adjectives) that best convey the intended meaning.</li> </ol>	<p>Journal</p> <p>Reports</p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>B – Word recognition, decoding and developing fluency</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>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>Graphic organizers</p> <p>Checklist</p>
<p>C – Research skills</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>32. Use appropriate documentation for material they use from different sources.</p>	
<p>D1 – Language convention for writing and speaking</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>Oral presentation</p> <p>Teacher-made tests / Student samples</p>
<p>D2 – Vocabulary and spelling</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>	



