

DOWNEY UNIFIED SCHOOL DISTRICT
Middle School Course Outline

Course Title: Combined Studies 6 (Two hours per day for one year)
Grade Level: 6
Prerequisites: None

Course Description:

Combined Studies 6 consists of one class period emphasizing reading and one class period emphasizing language arts daily. Reading and language arts study will be in the area of developmental reading, oral communication, composition, and language grammar and usage. Research and study skills will include use of the library for resource and reference materials, reading for information, summarizing, and note taking.

Student Performance Objectives for this Course:

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Word Recognition

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

- 1.1 Identify and interpret figurative language and words with multiple meanings.
- 1.2 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 1.3 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
- 1.4 Understand and explain “shades of meaning” in related words (e.g., *softly* and *quietly*).

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.

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Structural Features of Information Materials

- 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.
- 2.2 Analyze text that uses the compare-and-contrast organizational pattern.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.
- 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
- 2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).

Expository Critique

- 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.
- 2.7 Make reasonable assertions about a text through accurate, supporting citations.
- 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.

3.0 Literacy Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

- 3.1 Identify the forms of fiction and describe the major characteristics of each form.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.
- 3.3 Analyze the influence of setting on the problem and its resolution.
- 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.
- 3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).
- 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.
- 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and non-fictional texts.

Literary Criticism

- 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

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Organization and Focus

1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.

1.2 Create multiple-paragraph expository compositions:

- a. Engage the interest of the reader and state a clear purpose.
- b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
- c. Conclude with a detailed summary linked to the purpose of the composition.

1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

Research and Technology

1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.

1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, and page orientation).

Evaluation and Revision

1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade six outlined in Writing Standard 1.0, students:

2.1 Write narratives:

- a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
- b. Include sensory details and concrete language to develop plot and character.
- c. Use a range of narrative devices (e.g., dialogue, suspense).

2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):

- a. State the thesis or purpose.
- b. Explain the situation.
- c. Follow an organizational pattern appropriate to the type of composition.
- d. Offer persuasive evidence to validate arguments and conclusions as needed.

2.3 Write research reports:

- a. Pose relevant questions with a scope narrow enough to be thoroughly covered.
- b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).

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- c. Include a bibliography.

2.4 Write responses to literature:

- a. Develop an interpretation exhibiting careful reading, understanding, and insight.
- b. Organize the interpretation around several clear ideas, premises, or images.
- c. Develop and justify the interpretation through sustained use of examples and textual evidence.

2.5 Write persuasive compositions:

- a. State a clear position on a proposition or proposal.
- b. Support the position with organized and relevant evidence.
- c. Anticipate and address reader concerns and counterarguments.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

Grammar

1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

Punctuation

1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

Capitalization

1.4 Use correct capitalization.

Spelling

1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).

Listening and Speaking

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

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Comprehension

- 1.1 Relate the speaker’s verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).
- 1.2 Identify the tone, mood, and emotion conveyed in the oral communication.
- 1.3 Restate and execute multiple-step oral instructions and directions.

Organization and Delivery of Oral Communication

- 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.
- 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.
- 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.
- 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.

Analysis and Evaluation of Oral and Media Communications

- 1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.
- 1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade six outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations:

- a. Establish a context, plot, and point of view.
- b. Include sensory details and concrete language to develop the plot and character.
- c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).

2.2 Deliver informative presentations

- a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.
- b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).

2.3 Deliver oral responses to literature:

- a. Develop an interpretation exhibiting careful reading, understanding, and insight.
- b. Organize the selected interpretation around several clear ideas, premises, or images.
- c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.

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2.4. Deliver persuasive presentations:

- a. Provide a clear statement of the position.
- b. Include relevant evidence.
- c. Offer a logical sequence of information.
- d. Engage the listener and foster acceptance of the proposition or proposal.

2.5 Deliver presentations on problems and solutions:

- a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.
- b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.

Instructional Strategies

The teacher should provide students experiences that have the following characteristics:

- A. A literature-based program that encourages reading and exposes all students, including those whose primary language is not English, to significant literary works.
- B. Attention to values in literature that reflect the real dilemmas faced by all human beings and that represent traditional and modern classics across all the disciplines.
- C. Instructional programs that emphasize the integration of listening, speaking, reading, writing, and the teaching of language skills in meaningful contexts.
- D. Instructional programs that guide all students through a range of thinking processes as they study content and focus on aesthetic, ethical, and cultural issues.
- E. A systematic developmental language arts program articulated and implemented at all grade levels.
- F. A writing program that includes attention to the various stages of the writing process from prewriting through publication and from fluency and content through form and correctness.
- G. An oral language program in which all students experience a variety of speaking and listening activities, both individual and group, integrated with reading and writing.

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- H. A phonics program taught in meaningful contexts.
- I. A school environment where teachers, administrators, and other adults support the importance of language arts skills to the school program and model effective use of all the language arts, including listening, speaking, reading, and writing.
- J. An assessment program encompassing the full range of goals of the English-Language Arts program aligned with what students are expected to learn in the English-Language Arts program, and providing alternate strategies and forms of testing.

Instructional Units

The following list of instructional units specifies material that should be presented to students in the 6th grade. Each of these units may be presented and developed throughout the school year.

Unit I: Library and Research Skills; Basic Dictionary Skills

Unit II: Grammar and Usage

A. Parts of Speech

1. Nouns

a. Common and Proper

b. Collective

c. Singular and Plural, with emphasis on irregular nouns

2. Verbs

a. Type: action, verbs of being, helping verbs, verb phrases

b. Tense: past present, and future, including irregular forms

c. Subject/Verb agreement

3. Adjectives – describing noun

4. Adverbs – describing verbs

5. Prepositional Phrases

a. Prepositions

b. Object of Preposition

6. Pronouns

a. Personal Pronouns

b. Possessive Pronouns

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Unit III Mechanics

- A. Punctuation
 - 1. Comma, Colon, Semicolon
 - 2. Quotation Marks
 - 3. Hyphen, Proper Placement of
 - 4. Apostrophe
 - a. Possessives
 - b. Contractions
 - 5. Period
 - 6. Exclamation Point
 - 7. Quotation marks
 - 8. Underlining and Quotation marks for Titles Within Written Context
- B. Capitalization

Unit IV

- Spelling
 - A. Phonics Reviewed
 - B. Syllabification

Unit V

- Vocabulary
 - A. Prefixes and Suffixes
 - B. Synonyms and Suffixes
 - C. Homonyms
 - 1. Emphasis on: to/too/two; they're/their/there; whose/who's
 - D. Use of Context Clues to Understand Word Meaning
 - E. Use of Vocabulary Words from Literature Selections

Unit VI

- Penmanship and Format
 - A. Emphasis on Correct Letter Formation, Legibility, and Neatness
 - B. Manuscript Conventions
 - 1. School Heading
 - 2. Margins
 - 3. Paragraph Indentation

Unit VII

- Writing Sentences
 - A. Simple Sentence
 - 1. Recognition and Writing of Subject and Verb
 - 2. Recognition and Writing of Compound Subjects
 - 3. Recognition and Writing of Compound Predicates

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4. Recognition and Writing of Four Sentence Types:
 - a. Declarative
 - b. Imperative
 - c. Interrogative
 - d. Exclamatory
5. Recognition and Avoidance of Fragments and Run-On Sentences

Unit VIII

Writing Paragraphs

A. Identify and Create Paragraphs Using Proper Form

1. Topic Sentence
2. Supporting Ideas
3. Conclusion
4. Purpose and Mechanics of Proper Title

B. Creating Paragraphs for Different Purposes

1. Narrative Paragraph Demonstrating Logical Sequence
2. Descriptive Paragraph Demonstrating Sensory Perception
3. Paragraphs to Inform
4. Paragraphs to Explain

C. Refinement

1. Avoidance of Abbreviations and Contractions
2. Avoidance of Substandard English: till, 'cause, nite
3. Numerical vs. Written Numbers
4. Avoidance of Redundancies: *I feel, In my opinion, The reason why is. . .*
5. Avoidance of Cliché
6. Proper Use of Hyphens at Ends of Lines
7. Avoidance of Exaggeration
8. Avoidance of Overused Words
9. Avoidance of Repetition

Unit IX

Essays

A. Introduction to Steps of the Writing Process

1. Prewriting
2. Drafting
3. Revising
4. Editing
5. Publishing

B. Introduction to the State Writing Domains, with emphasis on:

1. Narratives
2. Expository Compositions
3. Research Reports

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4. Responses to Literature
5. Persuasive Compositions
- C. Social Communication
 1. Letters and Envelopes
 2. Thank-You Notes

- Unit I: Reading
- A. Identify Main Idea and Supporting Details
 - B. Summarize Literature Selections
 - C. Elements of Literature
 1. Plot – Sequence of Events
 2. Setting
 3. Types of Characters: Major, Minor
 4. Character Traits
 5. Foreshadowing and Prediction of Outcomes
 6. Inferences
 7. Distinguish Facts From Opinion
 8. Identify the Author's Purpose
 9. Use of Figurative Language
 10. Cause and Effect Relationships
 - D. In-Depth Study of at Least One Core Novel
 - E. Recognize Attributes of Other Literary Genres such as:
Non-Fiction, Poetry, Plays, Folklore, and Mythology

Evaluation

Student progress will be evaluated by:

- Class participation
- Completion and quality of written assignments
- Attendance
- Test/quizzes
- Homework
- Portfolio Assessment
- Authentic Assessment
- Rubrics
- Teacher observation
- Teacher evaluation

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Materials and Resources

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| I. Primary Textbooks: | <u>Prentice Hall Literature: Timeless Voices, Timeless Themes</u> ; (Copper Level); Kinsella, Feldman, Stump, Carroll, Wilson
<u>Reader's Companion</u> (Copper Level)
Kinsella, Feldman, Stump, Carroll, Wilson | Prentice Hall (Pearson Education)

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| II. Supplemental Textbook: | <u>Writing and Grammar: Communication in Action</u> (Copper Level)
Carroll, Wilson, Forlini | Prentice Hall (Pearson Education) |
| III. Core Literature: | <u>Roll of Thunder, Hear My Cry</u> ; Taylor
<u>Tuck Everlasting</u> ; Babbitt | |
| IV. Extended Literature: | <u>Brian's Winter</u> ; Paulsen
<u>Hatchet</u> ; Paulsen
<u>Julie of the Wolves</u> ; George
<u>Maniac McGee</u> ; Spinelli
<u>Phantom Tollbooth, The</u> ; Juster
<u>Pharaohs of Ancient Egypt, The</u> ; Payne
<u>HRW Lit Wrinkle in Time, A</u> ; L'Engle | |