

# Course Syllabus

## Language Arts, Grade 6

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The Tennessee Comprehensive Assessment Program (TCAP) has been developed by the Tennessee State Department of Education to measure student competency in essential skills in the area of Language Arts.

As a response to the concerns of the business and college communities, the TCAP Writing Assessment was developed. The Assessment measures strengths and weaknesses in the area of writing and provides a basis for developing instructional strategies to improve writing.

English II is the Tennessee End-of-course test that must be passed before graduation to earn a high school diploma.

The Terra Nova Complete Battery for Reading/Language Arts "reflects current instructional practices. The skills essential for effective communication - - reading comprehension, language, vocabulary, and study skills - - are integrated into one test to provide a coherent assessment experience.

To help student succeed, the directions, passages, and test questions are linked by themes that provide context and stimulate interest. The arrangement of test questions leads to a deepening engagement with the material, much like the process a thoughtful teacher uses in exploring text with students.

The test reflects the diverse cultures and ethnic backgrounds and experiences of contemporary students, with the goal of providing equity in assessing achievement. It involves the students in constructing meaning, monitoring their own comprehension strategies, and thinking critically and creatively in response to texts."

The Terra Nova Plus contains four components for Reading/Language Arts:

- \* Word Analysis
- \* Vocabulary
- \* Language Mechanics
- \* Spelling

The Tennessee English Language Arts Curriculum Framework for Kindergarten through Grade 12 was adopted by the State Board of Education on December 5, 1996.

"The framework includes the Content Strands and Learning Expectations necessary to insure K-12 Tennessee students develop the language skills needed to succeed in school, in the workplace, and in their lives.

The Terra Nova Complete Battery assesses students in sixth grade (Level 16).

### Genres

The Genres Unit includes identifying and comparing key characteristics of literary genres, as designated by a work's subject, theme, style, and time period. Some examples of genres are science fiction, poetry, drama, British literature, and multicultural literature.

- The learner will be able to evaluate the effectiveness of author technique.
- The learner will be able to evaluate the author's purpose in a given work.
- The learner will be able to understand the differences of various genres (SPI includes e.g., poetry, drama, fiction, and non-fiction).
- The learner will be able to read, view, and recognize various literary(e.g., short stories, novels, plays, legends, poetry, autobiographies/biographies, non-fiction) and media (e.g., music, films, videos, documentaries, the arts, photographs) genres, recognize the elements of each genre, identify the theme and determine if stated or implied, identify the plot element of exposition (i.e., introduction of characters, setting, conflict), and explore the author's development of characters/characterization (e.g., through words, speeches, actions, thoughts, narrator's comments, interactions with other characters, motivations).
- The learner will be able to identify the characteristics of stereotypical and realistic characters, explore how an author creates mood, compare and contrast the elements of plot, determine the narrator's/author's point of view (i.e., first person or third person), summarize and paraphrase selected passages, demonstrate knowledge of similes, metaphors, personification, imagery, symbolism, explore deductive reasoning, and explore the concepts of foreshadowing and flashback.

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- The learner will be able to evaluate how author point of view influences reading materials.
- The learner will be able to develop a consistent voice in original works.

### Information Processing

- The learner will be able to recognize common propaganda techniques (i.e., bandwagon, loaded words, and testimonials).
- The learner will be able to use appropriate references (e.g., encyclopedias, card/electronic catalogs, almanacs, periodicals, Internet) recognize media as resources (e.g., on-line catalog, non-fiction books, encyclopedias, CD-ROM, Internet), use current technology, and understand a variety of reference sources (biographical sketches, letters, diaries, encyclopedia, periodicals, procedural manuals).
- The learner will be able to distinguish between primary and secondary sources, use the dictionary, glossary, thesaurus, and other word-referenced materials, use skimming and scanning, retrieve, organize and represent information, and develop notes that include important concepts, summaries, and identification of reference sources.
- The learner will be able to identify various forms of media and their impact on daily life and use a variety of materials to prepare a research paper that includes a title page and list of sources.

### Language Expressions

The Language Expressions Unit focuses on language conventions, structure, usage, and language study. It also addresses parts of speech, figures of speech, syntax, paragraph and sentence structure, word agreement, modifiers, and grammar.

- The learner will be able to identify the correct use of conjunctions (i.e., coordinating and subordinating) within context.

- The learner will be able to select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements) within context.
- The learner will be able to correct sentence fragments by supplying missing elements, use adjectival and adverbial clauses, and use transitional words to indicate relationships within and among sentences and paragraphs.
- The learner will be able to identify incomplete sentences.
- The learner will be able to choose the most appropriate interjection to complete a sentence.
- The learner will be able to edit writing for noun forms.
- The learner will be able to identify the correct use of prepositions and prepositional phrases within context.
- The learner will be able to edit written works for correct use of pronouns.
- The learner will be able to identify run-on sentences.
- The learner will be able to combine multiple complete sentences into one complete sentence.
- The learner will be able to combine two sentences concisely and with clarity of meaning.
- The learner will be able to identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases and/or clauses).
- The learner will be able to write grammatically correct, effective sentences.
- The learner will be able to identify complete sentences.
- The learner will be able to recognize and correct errors in sentence structure.
- The learner will be able to use correct sentence structure.

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- The learner will be able to use correct subject-verb agreement.
- The learner will be able to identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement), adjectives (i.e., common/proper, comparative forms), and adverbs (i.e., comparative forms) within context.
- The learner will be able to recognize usage errors (e.g., double negatives, troublesome word pairs (accept/except, capitol/capital, principle/principal, between/among).
- The learner will be able to explore variations in the use of English in different parts of the country.

### Language Mechanics

The Language Mechanics Unit includes comprehending and applying the rules that govern punctuation and capitalization when writing and editing written works.

- The learner will be able to use capitalization correctly.
- The learner will be able to identify the correct use of colons (i.e., in correct letters, preceding a list of items) within context (Learning Accomplishment includes semicolons).
- The learner will be able to identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, and interrupters) within context (Learning Accomplishment includes forming singular and plural possessives).
- The learner will be able to apply fundamental punctuation rules to written works.
- The learner will be able to choose the correct use of quotation marks and commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks).

### Listening/Speaking

- The learner will be able to active listening in formal and informal settings, know and use rules for conversation, and respond to questions from teachers and classmates.

- The learner will be able to organize and share information in formal and informal settings, participate in creative responses to text (e.g., dramatization, speeches), and deliver an oral presentation with a clear point, using content area information and visual aids.
- The learner will be able to introduce the importance of using correct stress, pitch, and juncture in oral reading and presenting, and continue to interpret and use a variety of non-verbal communication techniques to enhance meaning (e.g., posture, gestures, facial meaning, tone of voice, eye contact).

### Reading Operations

The Reading Operations Unit includes constructing meaning from fiction and non-fiction selections at comprehension, application, analysis, synthesis, and judgment levels of understanding. It includes skills which address identifying, discussing, and comparing both concrete and abstract elements of selections (setting, plot, characterization, genre, historical period, theme, tone, moral message, and psychological and political implications).

- The learner will be able to specify a logical word choice to complete an analogy using synonyms, antonyms, categories, subcategories, whole/part, and functions.
- The learner will be able to analyze literary devices used in reading materials.
- The learner will be able to discuss similarities and differences in events and characters, find contextual support for responses to questions, for assistance in formulating ideas and questions, and for supporting personal responses (i.e., grounding students in the text), identify and interpret figurative language (idioms, similes, metaphors, hyperboles, personification, imagery, puns), demonstrate an understanding of stated and implied themes, make connections among various print and non-print texts (e.g., movies, photographs, artwork), and make connections among the various literary genres and themes with personal, historical, and cultural experiences.

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- The learner will be able to understand the relationship between cause and effect.
- The learner will be able to make comparisons between reading material.
- The learner will be able to display comprehension skills.
- The learner will be able to use metacognitive and self-monitoring strategies while reading (e.g., pausing, rereading, recognizing miscues, consulting other sources, reading ahead, asking for help), engage in reading between the lines (i.e., stating implied information), create mental pictures from abstract information, relate text to prior experiences or opinions, verify or modify prereading purpose, and explore ways to interact with text (e.g., mark the text, use post-it notes, ask questions, and make comments).
- The learner will be able to demonstrate knowledge of the structure and organization of various text features to locate information (e.g., headings, key words, graphics, pictures, captions, sidebars) and to recognize that print format varies according to purpose and genre (e.g., prose, poetry, newspaper/magazine, letters, dramas, technical manuals, textbooks).
- The learner will be able to develop and maintain vocabulary specific to content areas and current events, locate information using available text features (e.g., tables of contents, maps, timelines, charts, graphics, indexes, information, and footnotes), information comprehension skills to informational text, use self-correction strategies (pausing, rereading, consulting other sources, asking for help), interacting with text (e.g., mark the text, use post-it notes, ask questions, make comments), and analyze the reliability of sources.
- The learner will be able to critically examine reading materials.
- The learner will be able to identify details from reading passages.
- The learner will be able to draw conclusions about reading materials.
- The learner will be able to distinguish between fact and opinion (SPI includes fact or fiction).
- The learner will be able to recognize the first person point of view in literature.
- The learner will be able to use common graphical features to increase understanding of reading materials.
- The learner will be able to locate information using available text features.
- The learner will be able to select sources from which to gather information on a given topic and determine their reliability.
- The learner will be able to locate and verify information to support opinions, predictions, and conclusions.
- The learner will be able to read independently for a variety of purposes including for literary experience, to gain information, to information a task, for enjoyment, to expand vocabulary, and to build fluency.
- The learner will be able to make inferences from information in written material.
- The learner will be able to determine the main idea stated in a passage.
- The learner will be able to use knowledge of root words, affixes, syllabication and/or spelling patterns as aids in determining meaning within context.
- The learner will be able to develop strategies for monitoring his/her reading process.
- The learner will be able to visit libraries/media centers, book fair, book stores and other print rich environments, use personal criteria to select reading material (personal interest, knowledge of authors, text difficulty, text genres, recommendations of others) read daily, relate literary experiences (book discussions, literary circles, writing, oral presentations, artistic expressions), experience an awareness of literature that reflects a writing society, maintain a personal reading list or log, and engage in reading as a leisure activity.

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- The learner will be able to make predictions from information in written material.
- The learner will be able to continue to establish a purpose for reading (e.g., to understand, to interpret, to enjoy, to solve problems, to answer specific questions, to identify information, to discover models of writing), use personal experiences to build background, use previously learned strategies (e.g., skimming, scanning), preview text, using (e.g., illustrations, captions, graphs, diagrams, headings, subheadings, footnotes), and explore significant words to be encountered in the text.
- The learner will be able to determine the main ideas of a plot, their causes, how they influence future actions, and how they are resolved.
- The learner will be able to recognize plot climax in reading selections.
- The learner will be able to use prior knowledge to understand texts.
- The learner will be able to determine the author's purpose for writing a selection (i.e., to inform, to persuade, to entertain, to share emotions).
- The learner will be able to generate questions to aid understanding while reading.
- The learner will be able to apply meaning while reading.
- The learner will be able to demonstrate the ability to read fluently with expression, accuracy, and with poise from a variety of texts (e.g., paired reading, choral reading, guided reading, read alongs, and readers' theater).
- The learner will be able to distinguish between reality and fantasy.
- The learner will be able to identify patterns of rhyme and rhythm.
- The learner will be able to make connections among reading materials.
- The learner will be able to identify the order of events which occur within a reading selection SPI includes print and non-print texts).
- The learner will be able to use sequence to understand reading materials.
- The learner will be able to recognize and analyze and the effects of sound in context (i.e., onomatopoeia, alliteration, accent, rhyme, and repetition) (also repeated exposure to (e.g., poems, music lyrics, books on tape, read alouds).
- The learner will be able to analyze the use of similes, metaphors, personification, and hyperbole within context.
- The learner will be able to identify story elements, such as characters.
- The learner will be able to apply critical thinking when reading materials.
- The learner will be able to extend information beyond passage ideas while reading.
- The learner will be able to know of a variety of strategies which aid comprehension.
- The learner will be able to use vocabulary to understand what is read.
- The learner will be able to use text structure to increase understanding of reading materials.
- The learner will be able to summarize material while he/she reads (SPI includes determining if the theme is implied or stated).
- The learner will be able to demonstrate skills for constructing meaning by synthesizing information from multiple written texts.
- The learner will be able to use common text features to make meaning from text (i.e. newspapers and textbooks).
- The learner will be able to recognize that purpose determines text format.

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- The learner will be able to identify the theme of a given reading passage.

### Spelling

- The learner will be able to identify the correct spelling of plurals and possessives.
- The learner will be able to identify correctly and incorrectly spelled words in context.
- The learner will be able to correctly spell high-frequency, commonly misspelled grade level words, content specific words, and affixed words (e.g., mis+spell=misspell).
- The learner will be able to proofread for accuracy of spelling, maintain a consciousness of correct spelling across content areas, and use electronic and print tools (e.g., spell check, dictionaries, word walls, charts) to determine correct spelling.

### Vocabulary

The Vocabulary Unit includes studying and applying knowledge of word structure (bases and affixes), concrete analogies, synonyms, antonyms, and syllables. It also includes applying knowledge of connotation, denotation and words with multiple levels of meaning.

- The learner will be able to choose the correct meaning of multiple meaning in context.
- The learner will be able to continue to foster word consciousness (work play, word walls, graphic organizers, nuances of words, new and unusual words), explore mnemonic devices (e.g., rhyming words, vocabulary cartoons, kinesthetic) to acquire new vocabulary, use the correct word to complete an analogy, and recognize widely used foreign words (e.g., bon jour, hasta la vista).
- The learner will be able to increase knowledge of roots, prefixes, and suffixes to infer word meanings, determine the meaning of words using context clues, dictionaries, electronic sources, glossaries, and other resources, replace unknown words with appropriate synonyms and/or antonyms to determine meaning, and continue to use meaning synonyms, antonyms,

homonyms, and multiple meaning words in reading, writing, and speaking.

- The learner will be able to expand reading vocabulary by listening to literature, participating in class discussions, reading self-selected and or/assigned text, and reading from a wide variety of print and non-print texts and literary genres.
- The learner will be able to apply a variety of vocabulary strategies.
- The learner will be able to use context clues, dictionaries, electronic sources, and glossaries as aids in determining the meanings of context words.
- The learner will be able to read, identify, and understand grade specific vocabulary words (SPI includes content specific vocabulary).
- The learner will be able to select appropriate synonyms, antonyms, and homonyms within context.

### Writing

The Writing Unit focuses on each stage of the writing process: prewriting, writing, revising, and publishing. It includes skills covering a variety of organizational formats and purposes for writing (communicating ideas, opinions, and feelings, clarifying thoughts, and solving problems). Some example writing formats are expository, narrative, poetry, and drama.

- The learner will be able to identify the audience for which a text is written.
- The learner will be able to include relevant information in his/her writing.
- The learner will be able to use a conclusion in a written work.
- The learner will be able to write across all content areas by producing creative and technical works (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, WebPages, explanation of projects, science experiment projects, demonstrations, editorials documents), research topics and organize gathered information, and react and respond to content area information in creative ways

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(e.g., create graphic, non-text essays, write and design a children's book).

- The learner will be able to select the best way to combine sentences to provide syntactic variety within context.
- The learner will be able to compose drafts by using a prewriting plan, selecting mode based on purpose, developing a logical thesis statement, using precise language including vivid words, colorful modifiers, and words language, and developing sentences that are clear, varied, and appropriate to the audience.
- The learner will be able to edit for correct use of adverbs and adjectives.
- The learner will be able to edit sentences for capitalization errors.
- The learner will be able to edit for correct use of punctuation.
- The learner will be able to edit written works for correct verb forms.
- The learner will be able to write an expository essay ( Learning Accomplishment includes stating thesis, determining organizational format, explaining format clearly, exploring models of expository writing, and applying the Tennessee State assessment rubric to an essay).
- The learner will be able to complete a graphic organizer (i.e. clustering, listing, mapping, webbing) with information from notes for a writing selection.
- The learner will be able to identify sentences irrelevant to a paragraph's theme or flow.
- The learner will be able to supply a missing piece of information in an outline.
- The learner will be able to use writing as a way to organize information.
- The learner will be able to select and limit a topic, use organizational strategies including outlining and graphic organizers, use print and non-print materials, and generate, focus, and organize ideas through brainstorming, mapping, webbing, and classroom discussions.
- The learner will be able to (e.g., school bulletin boards, Board of Education bulletin boards, websites, newspapers/periodicals), use multiple resources to prepare/present work, and produce a variety of written works suitable for publication.
- The learner will be able to identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade).
- The learner will be able to rank possible research resources according to reliability.
- The learner will be able to write in response to literature including expressing ideas and creative responses(e.g., poems, stories, raps, commercials), writing basic character analysis, demonstrating an understanding of setting and characters, and comparing and contrasting themes, settings, and characters.
- The learner will be able to using prior knowledge and reference materials, analyze writing for clarity of thought, for use of mood-setting words/phrases, for focus, for appropriate word choices, for sentence and paragraph flow, evidence of syntactic variety, for organization and consistent development of ideas.
- The learner will be able to order ideas sequentially when writing.
- The learner will be able to identify correct sentence sequence.
- The learner will be able to rearrange multi-paragraphed work in a logical and coherent order.
- The learner will be able to apply a variety of prewriting strategies.
- The learner will be able to understand how to use an outline as a prewriting strategy.
- The learner will be able to understand how to use information sources as a prewriting strategy ( SPI includes selecting the most reliable sources).

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- The learner will be able to write a supported text.
- The learner will be able to select illustrations, descriptions, and/or facts to support key ideas.
- The learner will be able to choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
- The learner will be able to select an appropriate thesis statement for a writing sample.
- The learner will be able to select an appropriate title that reflects the topic of a written sentence.
- The learner will be able to select the best topic sentence for a given paragraph.
- The learner will be able to identify the best transition for a given sentence.
- The learner will be able to use transitional phrases in his/her writing (SPI includes selecting time-order or transitional words/phrases).
- The learner will be able to use effective transitions (and, but, or) in his/her writing.
- The learner will be able to edit written works for usage.
- The learner will be able to determine intended audience, identify mode, usage level, and conventions, write personal responses to experiences, produce original, creative write, and write to acquire knowledge (e. g., express, organize, and clarify thinking, take notes, synthesize information, enhance communication).
- The learner will be able to compile gathered information into a written report, select appropriate mode for announcements, short scripts for radio commercials, and letters to the editor, and explore writing in the persuasive mode.
- The learner will be able to write legibly in a variety of genres including fiction (e.g., short stories, t.v. scripts, fables, tall tales), poetry (e.g., haiku, bio-poem), biographical/autobiographical sketches, friendly and business letters, diaries and journals, personal essays, and technical writing (e.g., directions to a geographical location, a recipe).
- The learner will be able to develop and use a rubric for writing evaluation, use the Tennessee State assessment rubric, recognize strengths and weaknesses in peer's writing, and evaluate improvements made in own and others' work.