## Grade Six Reading and Language Arts: An Overview

## **Spelling and Vocabulary Development**

are taught through the examination of Greek and Latin (GAL) roots, prefixes, and suffixes. In addition to increasing spelling ability, this approach significantly improves vocabulary development and reading comprehension.

Each GAL list is introduced at the beginning of the week, discussed and practiced throughout the week in group work, and assessed at week's end. By the completion of the school year, over 30 roots (300 words) will be covered. However, in the course of the study, students will be exposed to ten times as many GAL word parts as they complete their assignments. All GAL lists (and interactive practice modules and games) can be found at http://www.spellingcity.com/schoch.

## **Writing Instruction**

is most often directly integrated into reading instruction, vocabulary development, grammar, and technology. Written responses and reflections will vary in length from a single sentence to multi-paragraph stories and essays. Writing from models with an audience in mind will be emphasized at all times.

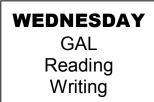
Discrete instruction in the writing process will take place at least once a week in the classroom. Students will learn the differences between narrative, expository, descriptive, and persuasive writing. Each novel has its own writing assessments, and students will additionally complete timed writing prompts over the course of the school year in preparation for standardized testing.

## **Technology Integration**

occurs in class almost daily via one-to-one laptop use. Students will use computers for interactive reading and writing activities, word work, and research. Students will also regularly respond to current events through a number of student-oriented sites online.

Since some homework assignments need to be completed on the computer, students without Internet access at home should take advantage of computers available at the library or make arrangements with the teacher to use the classroom computers before or after school, or during the lunch period. Internet protocol and safety are emphasized in our sessions, and all students are expected to conduct themselves appropriately online.

GAL Reading





| GRADING:Homework/Organization25%Class/Group Work25%Tests/Quizzes/Prompts40%Reading Logs/ Current Events10% |   | <ul> <li>No make-op Tests Administered</li> <li>Extra Credit Assignments Are<br/>Available Weekly</li> </ul>   |
|--|---|--|
|  |   | <ul> <li>No Late Assignments Accepted</li> <li>No Make-Up Tests Administered</li> </ul>  |
| <b>THURSDAY</b><br>Reading<br>Writing<br>GUM   | Grammar, Usage, and Mechanics<br>are taught through both discrete instruction (weekly studies of<br>prepositional phrases, appositives, predicate adjectives, etc.) and<br>context (discussions of how and why certain language<br>conventions are used by writers). Students will use the <i>Write</i><br><i>Source</i> text in class as a grammar reference.<br>Students needing a resource for use at home can use the <i>GUM</i><br><i>Handbook</i> which is linked as a printable pdf file from Mr. Schoch's<br>web site index or accessed directly from the publisher:<br>http://www.zaner-<br>bloser.com/educator/products/writing/gum.aspx?id=7068. |  |
| <b>TUESDAY</b><br>Reading<br>Writing<br>GUM  | <ul> <li>What can you lear others?</li> <li>When should an ir individual or larger</li> <li>In a culture where trying to define us, ourselves?</li> <li>The complete list of them</li> </ul>  | aped by relationships and experiences?<br>In about yourself by studying the lives of<br>individual take a stand in opposition to an<br>group?<br>we are bombarded with other people<br>how do we make decisions for<br>mes and related novels for this year is<br>site.pbworks.com (see Themes fro |
|  | We'll begin this year with theme of <b>Identity</b> . Identit distinctiveness, individual   | the novel <i>Holes</i> , which focuses upon the<br>y might be defined as uniqueness,<br>lity, or personality. The identity of a<br>static, but instead is constantly being<br>external forces.   |
|  | which is supported by gu  | iding questions. Chapters in the theme to be read at home for discussion the   |

**Reading Instruction** 

uses authentic literature including novels, articles, Internet

sources, poetry, and drama. Book reports are assigned monthly. The majority of in-class reading centers on a quarterly **theme**,