Language for Life: Grade 6 Learners

Major Objectives

This document outlines how Language for Life: Grade 6 Learners aligns with the major objectives specified in the Ministry of Education, Youth & Information Grade 6 Language Arts Curriculum.

Major objectives are defined as the essential knowledge and skills students must secure to access learning at the next grade level successfully. These objectives represent the foundational competencies on which future curriculum content is built.

The mapping below indicates where each major objective is introduced, developed and/or assessed within the textbook. Note: this is not an exhaustive list of where objectives are covered within the textbook.

Objectives	Term/Unit	Page Reference
Listening and Speaking		
Listen to extract main ideas	1.1	13
Listen to draw inferences from different forms of oral language: storytelling, speeches, interview	1.1	17, 64
Comment on phrasing and intonation in speech	1.2	141
Formulate oral and written responses evaluating what has been heard or viewed	1.2	130
Answer written questions that focus on evaluative level of comprehension	1.1 1.2	28 78, 130
Show knowledge of language appropriateness by using SJE and JC in appropriate contexts	1.2	121, 154,
Generate and answer questions from implicit and explicit information viewed	2.1	162
Reflect on their own use of listening and speaking skills previously learnt and apply accordingly to suit context	2.1	169
Listen to respond to implicit and explicit information	2.1	166, 167
Share interpretations of words used in context	2.2	242, 269
Select language to suit purpose and audience	2.2	239, 244, 256

Demonstrate awareness of active listening while participating in discussions and oral presentations	3.1	333
Summarise and synthesize the content of information heard	3.1	338
Demonstrate -appropriate use of SJE/JC in persuasive arguments	3.1	341
Fluency and Word Recognition		
Use prefixes and suffixes to change word meaning	1.1	24-26
Apply word recognition strategies found most helpful before, during and after reading	1.2	73, 79, 96 131-132
Apply context clues to determine word meaning	1.2	116, 137
Use mnemonics and other spelling techniques to improve encoding and decoding	2.1	170, 182, 202
Explain choice of strategies used to decode and decipher pronunciation and meaning of unknown words	2.1	158-159, 170, 206
Use analogies and other word relationships, including synonyms and antonyms, to determine the meaning	2.2	256, 262, 265
Apply strategies to decode and decipher pronunciation and meaning of unknown words	3.1	297, 302, 311
Consult a variety of reference sources to find/ verify pronunciation and clarify the meaning of technical vocabulary	3.1	332, 337
Reading for Meaning and Enjoyment (Comprehension)		
Predict story outcomes before and during the reading task	1.1	33, 44
Identify and discuss connections with texts: text-to-self, text-to-text and text-to-world	1.1 & 1.2 2.1	121,133 167
Compare the experiences of story characters with personal/vicarious experiences	1.2	153
Identify main idea/important points in text	1.2	126
Summarize main findings of text	1.2	137, 151
Use text main ideas/ important points to identify theme(s)	1.2	116, 120
Compare and contrast setting and plot in different stories read	2.1	166

Set and answer questions before, during and after reading to guide understanding of text information	2.1	166, 176, 221
Interpret messages, moods, feelings and attitudes conveyed in stories, poetry and prose	2.1	186, 206
Distinguish facts from opinions	2.1	221-222
Analyse how messages, moods, feelings and attitudes are conveyed in stories, poetry and prose using inference and deduction in reference to the text	2.2	237, 254-255
Identify and comment on the use of elements of poetry – e.g. rhyme, figurative language	2.2	269
Infer writers' perspectives from what is written and what is implied	3.1	307-308, 315
Use evidence from text to deduce implicit information	3.1	298
Reading for Information (Research and Study Skills)		
Review and use external text features/structures previously learnt– headings, sub-headings, bullets, textboxes, underlined words, italics, illustrations, bold text	1.1	18,19
Skim different passages for main ideas	1.1	13, 48, 64, 69
Use table of contents and index to locate information in texts	1.2	107
Use graphs, maps and charts with greater efficiency and accuracy	1.1 1.2	17, 57 128
Use a range of non-fiction sources, including online sources, to locate information	1.2	97, 121
Scan for specific information	1.2	97, 129, 134
Begin to organize information located from various sources	2.1	126
Organize information located from various sources	2.1	129, 169
Begin to use internal text structures/ features to locate information in different types of texts	2.1 2.2	176, 180 241
Organize information located from various sources	2.1 2.2	177 250
Use internal text structures/features to locate information in different types of	3.1	318, 331-333,

		336-337
Language Structure (Grammar and Conventions)		
Distinguish between abstract and concrete nouns	1.1	53, 56
Extend ideas using subordinate and main clauses	1.1	48-50, 58-59
Use abstract nouns to express ideas orally and in writing	1.1	11, 53, 56, 67
Use connectives to show the relationships between ideas	1.1	13-15
Compare and contrast ideas	1.2	153
Write and speak in complete, coherent sentences	1.2	99, 113
Distinguish between declarative, exclamatory, and interrogative sentences	2.1	226-227
Practise using various tenses: present, past, future, continuous, past perfect)	2.1 2.2	181, 210, 211 283, 288
Use singular and plural nouns in different contexts	2.1	170-171, 174
Construct questions using interrogative pronouns within the appropriate context	2.2	242-244
Use demonstrative pronouns appropriately in written and oral sentences	2.1	171-172
Use singular and plural reflexive pronouns appropriately to construct sentences	3.1	303-304
Work collaboratively with peers to effectively complete pair/team activities	2.2 3.1	278-279, 291 293, 312, 326
Use verb tenses correctly in a variety of written form	3.1	308, 329, 335
Apply correct use of semicolon and quotation marks	1.2 2.1	108-110 187-188
Communication (Writing)		
Write paragraphs in which topic sentence, supporting details and concluding sentence are easily identified	1.1	68-70
Use figurative language effectively	1.1 1.2 2.1	38-40 207-210 113
Use a variety of writing techniques to increase the appeal and impact of their writing	1.2	118, 130,141

Sequence content appropriately in writing using suitable formal language (signal words)	1.2 2.1	142-143, 149 214-215
Formulate and deliver clear information, directions and explanations	1.1 1.2	36, 49, 57, 71 92, 116, 120-121, 137
Apply stages of the writing process in producing a range of written pieces	1.2 2.2	84, 91-93 267, 270, 277
Organize paragraphs to reflect internal text structures/features	2.1	95, 99, 118, 130
Write with increasing awareness of story elements	2.1	95, 167
Formulate and deliver clear information, directions and explanations	2.1	189
Use persuasive language to convince the reader	2.2	277-278, 281
Compose business letters using appropriate layout of text and content	2.2	277-278
Use transitional words to write in sequence and order	2.1 2.2	214-216 249
Use signal words to write cause and effects sentences	3.1	336-337
Identify and use elements of poetry in composing poems, dubs, jingles	2.2	270, 290

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Copies of the textbook are available for purchase from Kingston Bookshop, online HERE or in one of their bookstore locations HERE. For school or bulk orders, please contact Dominique Brown at dbrown@kbja.com.