

WARREN COUNTY SCHOOL DISTRICT

Planned Instruction

Course Title: English 6

Course Number: _____

Suggested Educational Level(s): Sixth grade

Suggested Periods Per Week: 5 **Length of Period:** 40 minutes

Suggested Length Of Course: 180 days

Units Of Credit (If Appropriate): _____

Date Written: December 2004 **Date Approved** June 13, 2005

Date Reviewed: February 2005 **Implementation Year:** 2005-2006

Teacher Certification Required: Elementary (K-6); Middle Level English, Secondary English, Comprehensive English (Middle Level)

Standards Addressed	1.1.8	1.5.8	1.2.8
	1.6.8	1.3.8	1.7.8
	1.4.8	1.8.8	

Relationship to Other Planned Instruction:

All teachers integrate all Reading, Writing, Speaking and Listening Standards.

Prerequisites: Competence of Level 5 Standards- Reading, Writing, Speaking, and Listening

Special Requirements: Appropriate modifications for students with special needs.

Writing Team Members:

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Textbook Adoption: Write Source 2000 (ISBN: C9-046773); Reading & Writing Source Book (Great Source Educational Group/Houghton) (ISBN 0-618-08747-8); Teacher's Guide (ISBN: C9-046775); Language Program (ISBN: C9-046785); Skills Book (ISBN: C9-046776); Daily Language Workouts (ISBN: C9-047232)

Standards addressed (code and description):

1.1.8	Learning to Read Independently
1.2.8	Reading Critically in All Content Areas
1.3.8	Reading, Analyzing and Interpreting Literature
1.4.8	Types of Writing
1.5.8	Quality of Writing
1.6.8	Speaking and Listening
1.7.8	Characteristics and Function of the English Language

Course Description

Sixth grade students will learn to communicate in an effective manner. Students will read and study various types of literature including fiction, nonfiction, and poetry. Conventions (Refer to **Instructional Order for Conventions**) will be taught and used correctly in composition. The writing process will be emphasized to create clear focused writing for a variety of purposes. Writing will be evaluated using the PSSA Domain Scoring Guide (focus, content, organization, style and conventions). Students will also write various types of poetry. The sixth grade English curriculum is designed to develop and build upon basic communications skills in the area of reading, writing, speaking, and listening.

Recommended Time:

Although time has been allotted, these items will be integrated throughout the school year.

- 6 weeks Use creative writing as a means of communication
- 6 weeks Use writing as a thinking and learning tool
- 2 weeks Develop in students an appreciation of the English language
- 4 weeks Develop communication skills
- 4 weeks Use of technology
- 12 weeks Grammar mechanics and usage
- 3 weeks Additional time needed at the discretion of the teacher

Outline of Content

Student writing in grade six should be limited to no more than 300 words per assignment.

- I. Write as a means of communication
 - A. Instruction in
 - 1. Writing process
 - 2. Conventions (See attachment for **Instructional Order for Conventions**)
 - B. Write for various purposes
 - 1. To narrate
 - 2. To inform
 - 3. To persuade
 - 4. To describe
- II. Write as a thinking and learning tool
 - A. Processes of
 - 1. Focusing
 - 2. Acquiring information
 - 3. Organizing information
 - 4. Analyzing information
 - 5. Generating new information

- 6. Connecting and combining information
 - B. For content areas
 - 1. Writing reports
 - 2. Apply skills across the curriculum
 - C. For analyzing literature
- III. Develop in students an appreciation of the English language
- A. Vocabulary
 - B. Read, analyze, respond to, and write poetry
- IV. Develop communication skills of
- A. Speaking
 - 1. Classroom discussions
 - 2. Small group discussions
 - 3. Informal speeches
 - 4. Oral presentations
 - 5. Share writing
 - B. Listening
 - 1. Conduct an interview
 - 2. Work in groups
- V. Use technology
- A. Keyboarding
 - B. Word processing
 - C. Other

Specific Educational Objectives to Be Taught:

1.1.8 Learning to Read Independently (1.1.8A, 1.1.8E)

- A. Locate appropriate text for an assigned purpose
- B. Expand a reading vocabulary by identifying and correctly using idioms, and words with literal and figurative meanings

1.3.8 Reading, Analyzing and Interpreting Literature (1.3.8C, 1.3.8D, 1.3.8F)

- A. Analyze the effect of various literary devices.
 - Sound techniques (e.g., rhyme, rhythm, meter, alliteration)
 - Figurative language (e.g., personification, simile, metaphor, imagery, hyperbole)
- B. Identify poetic form (e.g., ballad, sonnet, couplet)
- C. Read and respond to poetry

1.4.8 Types of Writing (1.4.8A, 1.4.8B, 1.4.8C, 1.4.8D)

- A. Write poems

- B. Write multi-paragraph informational pieces (letters, descriptions, instructions, and interviews)
- C. Write persuasive pieces

1.5.8 Quality of Writing (1.5.8A, 1.5.8B, 1.5.8C, 1.5.8D, 1.5.8E, 1.5.8F, 1.5.8G)

- A. Write with sharp, distinct focus
- B. Write using well developed content appropriate for the topic
- C. Write with controlled and/or subtle organization
 - Sustain logical order within sentences and between paragraphs using meaningful transitions
 - Establish topic and purpose in the introduction
 - Reiterate the topic and purpose in the conclusion
- D. Write with an understanding of the stylistic aspects of composition
 - Use different types of lengths of sentences with precise language to develop and maintain a consistent voice
- E. Revise writing – focus, content, organization, and style
- F. Edit writing using conventions of language (usage, spelling, capitalization, and punctuation)
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly
 - Use complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative)
- G. Present and/or defend written work for publication using word processing when appropriate

1.6.8 Speaking and Listening (1.6.8A, 1.6.8B, 1.6.8C, 1.6.8D, 1.6.8E, 1.6.8F)

- A. Listen to others
- B. Listen to a selection of literature-poetry
- C. Speak using skills appropriate to formal speech situations
- D. Contribute to discussions
- E. Participate in small and large group discussions and presentations
- F. Use media for learning purposes (in collaboration with Library Media Specialist)

1.7.8 Characteristics and Function of the English Language (1.7.8B)

- A. Identify differences in formal and informal speech (e.g., dialect, slang, jargon)

Summative Assessments:

The students in sixth grade English will be able to exhibit writing and communication skills by:

- Expressing ideas using the writing process;
- Demonstrating reading comprehension skills;
- Developing oral communication skills.

Assessment may include objective tests, essay tests, writings, teacher prepared materials, activity, and/or project.

Two or More Sample Unit:

Autobiography, oral history, student anthologies, storytelling, reports

Recommended Materials:

1. Classroom set of accompanying workbooks for selected text
2. Dictionaries
3. Thesauruses

Conventions and Usage Chart by Grade Level

6th grade English	7th grade English	8th grade English
Verb tenses	Transitive and Intransitive verbs	Subjunctive verbs
Use of auxiliary verbs	Very complements	Active and passive voice of verbs
Regular and Irregular verbs	Pronouns and antecedents	Verbals-gerunds, participles and Infinitives
Conjugation of verbs	Introduce cases of pronouns	Cases and uses of pronouns
Subjects and Predicates	Prepositional phrases - adjectives and adverb phrases	Correlative and subordinate conjunctions
Coordinating conjunctions	Diagram sentences with prepositional phrases and verb complements	Clauses-noun, adjective, adverb
Introduce prepositional phrases	Commas In compound sentences	Simple, compound and complex sentences
Plurals and possessives	Tense shift	Semicolons and colons
Problems with modifiers	Quotations In dialogue	Hyphens
Letter Writing	Fragments and run-ons	Plurals and possessives
Commas In appositives	Subject and verb agreement	Misplaced modifiers
Commas with Introductory phrases	Comparison of adverbs and adjectives	Who/whom usage
Diagrams of simple sentences		

Language Arts Department Philosophy for Grades 6-12

1. Less is more. Teaching a few skills thoroughly is more effective than teaching numerous skills superficially.
2. Students must be held accountable for skills Identified at each precise assessment level. Skills must broaden, deepen, and build to avoid repetition.
3. The Language Arts Department recognizes the need for record keeping that travels.
4. A skill may be satisfied at a grade level other than the one designated by the state. The skills are distributed over the grades.
5. Writing, speaking, listening, researching, and reading are processes and must be treated as such In the Language Arts.
6. Skills will be Integrated not only across the curriculum, but also within the course content.
7. Skills should be practical to the demands of everyday communication.
8. For consistency, students and teachers need to use the published Warren County School District Student Guide for Grades 6-12