

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: English Language Arts 6

Course Number: 00036

Course Prerequisites: English Language Arts 5

Course Description: Grade 6 students will learn to communicate effectively and build upon skills in the areas of reading, writing, speaking, and listening. This curriculum ensures that students gain adequate exposure to a range of genres, texts, and tasks in both fiction and nonfiction. Students will demonstrate increased sophistication in all aspects of language use, from vocabulary and grammar to the development and organization of ideas in writing. Students will engage in a wide range of speaking and listening activities to effectively share their ideas and critically evaluate and interpret the assertions made by others. An emphasis is placed on rigor, higher order thinking skills, employing strategies, and integrating all communication skills.

Suggested Grade Level: Grade 6

Length of Course: Two Semesters

Units of Credit: None

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

Elementary K-6, English 7-12 (allowed to teach their content at 6th grade level – CSPG 104, Reading Specialist PK-12, or Communications 7-12

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: ☒ Yes ☐ No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

☒ F – Final Average ☒ MP – Marking Period ☐ EXM – Final Exam

GPA Type: ☐ GPAEL-GPA Elementary ☒ GPAML-GPA for Middle Level ☐ NHS-National Honor Society
☐ UGPA-Non-Weighted Grade Point Average ☐ GPA-Weighted Grade Point Average

State Course Code: 01034

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: HMH: Into Literature
Publisher: Houghton Mifflin Harcourt
ISBN #: 978-1-328-55673-8
Copyright Date: 2020
WCSD Board Approval Date: 6/29/2020

Supplemental Materials: None

Required	Optional
N/A	Realistic Fiction: On My Honor Hoot Pinballs My Side of the Mountain The Mixed up Files of Mrs. Basil E. Frankweiler Hatchet Esperanza Rising Old Yeller
N/A	Historical Fiction: Bud Not Buddy Across Five Aprils
N/A	Fantasy: Tuck Everlasting The Lion, the Witch and the Wardrobe Mrs. Frisby and the Rats of NIMH Bridge to Terabithia

Curriculum Document

WCSD Board Approval:

Date Finalized: 6/5/2020
Date Approved: 6/29/2020
Implementation Year: 2020-2021

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

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SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS

Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
I. Reading Process		Choose an item. Choose an item.
A. Before Reading: Use Before Reading Strategies (e.g. graphic organizers, preview text, skim passage, prior knowledge, make predictions, set a purpose, choose a plan)		September January
B. During Reading: Use During Reading Strategies (e.g. highlight, graphic organizers, sticky notes, take notes, annotate text)		September January
C. After Reading: Use After Reading Strategies (e.g. summarize, make connections, relate to the real world, reflect, interpret, analyze, comprehension activities)		September January
II. Reading Standards: Literature Text – Students read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.	CC.1.3 E06.A	September March
A. Key Ideas and Details: Demonstrate understanding of key ideas and details in literature.	E06.A-K.1.1	October March
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	E06.A-K.1.1.1 CC.1.3.6.B	October March
2. Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.	E06.A-K.1.1.2 CC.1.3.6.A	September March
3. Describe how the plot of a particular story, drama, or poem unfolds as well as how the characters respond or change as the plot moves toward a resolution.	E06.A-K.1.1.3 CC.1.3.6.C	March December
B. Craft and Structure: Demonstrate understanding of craft and structure in literature.	E06.A-C.2.1	
1. Determine an author’s purpose in a text and explain how it is conveyed in the text; explain how the author develops the point of view of the narrator or speaker in the text; describe the effectiveness of the point of view used by the author.	E06.A-C.2.1.1 CC.1.3.6.D	October March
2. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	E06.A-C.2.1.2 CC.1.3.6.D	September February
3. Determine how the author uses the meaning of words and phrases, including figurative and connotative meanings in a text; analyze the impact of specific word choice on meaning and tone.	E06.A-C.2.1.3 CC.1.3.6.F	October March

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C. Integration of Knowledge and Ideas: Demonstrate understanding of connections within, between, and/or among texts.	E06.A-C.3.1	
1. Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing its audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.	CC.1.3.6.G	October March
2. Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.	E06.A-C.3.1.1 CC.1.3.6.H	October February
D. Vocabulary Acquisition and Use: Demonstrate understanding of vocabulary and figurative language in literature.	E06.A-V.4.1	
1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	E06.A-V.4.1.1 CC.1.3.6.I	September February
2. Use context (e.g. the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	E06.A-V.4.1.1.a	October February
3. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	E06.A-V.4.1.1.b	October March
4. Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.	E06.A-V.4.1.2 CC.1.3.6.F	September March
5. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.	E06.A-V.4.1.2.a	October April
6. Use the relationship between particular words (e.g. cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.	E06.A-V.4.1.2.b	September March
7. Distinguish among the connotations (associations) of words with similar denotations (definitions).	E06.A-V.4.1.2.c	October April
8. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC.1.3.6.J	October March
E. Range of Reading and Level of Text Complexity		
1. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.6.L	September March
III. Reading Standards: Informational Text – Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	CC.1.2 E06.B	
A. Key Ideas and Details: Demonstrate understandings of key ideas and details in informational texts.	E06.B-K.1.1	
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	E06.B-K.1.1.1 CC.1.2.6.B	September February
2. Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.	E06.B-K.1.1.2 CC.1.2.6.A	November February
3. Analyze in detail how a key individual, even, or idea is introduced, illustrated, or elaborated in a text. (e.g., through examples, anecdotes, or sequence of steps).	E06.B-K.1.1.3 CC.1.2.6.C	November March

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B. Craft and Structure: Demonstrate understanding of connections within, between, and/or among informational texts.	E06.B-C.2.1	
1. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	E06.B-C.2.1.1 CC.1.2.6.D	September January
2. Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.	E06.B-C.2.1.2 CC.1.2.6.E	October May/June
3. Determine how the author uses the meaning of words or phrases, including figurative, connotative, and technical meanings in a text.	E06.B-C.2.1.3	November April
C. Integration of Knowledge and Ideas: Demonstrate understanding of connections within and/or among informational texts.	E06.B-C.3.1	
1. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	CC.1.2.6.G	September May
2. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., fact/opinion, bias).	E06.B-C.3.1.1 CC.1.2.6.H	November April
3. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	E06.B-C.3.1.2 CC.1.2.6.I	October March
D. Vocabulary Acquisition and Use: Demonstrate understanding of vocabulary and figurative language in information texts.	E06.B-V.4.1	
1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	E06.B-V.4.1.1 CC.1.2.6.K	September January
2. Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	E06.B-V.4.1.1.a	September January
3. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	E06.B-V.4.1.1.b	October March
4. Determine the meaning of technical words and phrases used in a text.	E06.B-V.4.1.1.c CC.1.2.6.F	October January
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.	E06.B-V.4.1.2	September February
6. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.	E06.B-V.4.1.2.a	September February
7. Use the relationship between particular words (e.g., cause/effect, par/whole, item/category, synonym/antonym) to better understand each of the words.	E06.B-V.4.1.2.b	October February
8. Distinguish among the connotations (associations) of words with similar denotations (definitions).	E06.B-V.4.1.2.c	October April
9. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC.1.3.6.J	October March
E. Range of Reading and Level of Text Complexity	CC.1.2.6.L	
1. Read and comprehend literary nonfiction and information text on grade level, reading independently and proficiently.	CC.1.2.6.L	September March

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IV. Writing Standards – Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	CC.1.4	
A. Text Types and Purposes – <u>Argument</u>: Write arguments to support claims with clear reasons and relevant evidence.	E06.C.1.1 CC.1.4.6.G	
1. Focus and Organization: Introduce claim(s) for the intended audience and support the writer’s purpose by organizing the reasons and evidence.	E06.C.1.1.1 CC.1.4.6.H	November April
2. Content: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	E06.C.1.1.2 CC.1.4.6.I	November April
3. Organization: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	E06.C.1.1.3	November April
4. Style: Establish and maintain a formal style.	E06.C.1.1.4	November April
5. Organization: Provide a concluding section that reinforces the claims and reasons presented.	E06.C.1.1.5	November April
6. Organization: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.	CC.1.4.6.J	November April
7. Style: Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.	CC.1.4.6.K	November April
B. Text Types and Purposes – <u>Informative</u>: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	E06.C.1.2 CC.1.4.6.A	October March
1. Focus and Organization: Introduce a topic for the intended audience, and preview what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer’s purpose.	E06.C.1.2.1 CC.1.4.6.B	October March
2. Content: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	E06.C.1.2.2 CC.1.4.6.C	October March
3. Organization: Use appropriate transitions to clarify the relationships among ideas and concepts.	E06.C.1.2.3 CC.1.4.6.D	October March
4. Style: Use precise language and domain-specific vocabulary to inform about or explain the topic.	E06.C.1.2.4 CC.1.4.6.E	October March
5. Style: Establish and maintain a formal style.	E06.C.1.2.5	October March
6. Organization: Provide a concluding section that follows from and supports the information or explanation presented.	E06.C.1.2.6	October March

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7. Content: Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.	CC.1.4.6.C	October March
8. Organization: Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	CC.1.4.6.D	October March
9. Style: Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.	CC.1.4.6.E	October March
C. Text Types and Purposes – Narrative: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	E06.C.1.3 CC.1.4.6.M	September February
1. Focus and Organization: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	E06.C.1.3.1 CC.1.4.6.N CC.1.4.6.P	September February
2. Content: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	E06.C.1.3.2 CC.1.4.6.O	September February
3. Organization: Use a variety of transition words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	E06.C.1.3.3	September February
4. Style and Content: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	E06.C.1.3.4	September February
5. Organization: Provide a conclusion that follows from and reflects on the narrated experiences or events.	E06.C.1.3.5	September February
6. Style: Write with an awareness of the stylistic aspects of writing. Vary sentence patterns for meaning, reader/listener interest, and style. Use precise language. Develop and maintain a consistent voice.	CC.1.4.6.Q	September February
D. Text Types and Purposes –Text-Dependent Analysis - Evidence-Based Analysis of a Text: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	E06.E.1.1 CC.1.4.6.S	January May
1. Focus and Organization: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	E06.E.1.1.1 CC.1.4.6.B CC.1.4.6.H	January May
2. Content and Organization: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	E06.E.1.1.2 CC.1.4.6.C CC.1.4.6.I	January May

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3. Content: Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia within useful to aiding comprehension.	CC.1.4.6.C	January May
4. Organization: Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. Include formatting when useful to aiding comprehension.	CC.1.4.6.D	January May
5. Response to Literature: Draw evidence from literary or information texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	CC.1.4.6.S	January May
6. Organization: Use appropriate transitions to clarify the relationships among ideas and concepts.	E06.E.1.1.3	January May
7. Style: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	E06.E.1.1.4	January May
8. Style: Establish and maintain a formal style.	E06.E.1.1.5	January May
9. Organization: Provide a concluding section that follows from the analysis presented.	E06.E.1.1.6	January May
10. Style: Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.	CC.1.4.6.E	January May
11. Organization: Organize the claim(s) with clear reasons and evidence; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.	CC.1.4.6.J	January May
E. Production and Distribution of Writing/Writing Process: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	CC.1.4.6.T	January May
F. Technology and Publication: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.	CC.1.4.6.U	January May
G. Conducting Research: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	CC.1.4.6.V	June May
H. Credibility, Reliability, and Validity of Sources: Gather relevant information from multiple print and digital sources, assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	CC.1.4.6.W	May June

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I. Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.1.4.6.X	May June
V. Speaking and Listening Standards - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussion.		
A. Comprehension and Collaboration – Collaborative Discussion: Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.	CC.1.5.6.A	October June
B. Comprehension and Collaboration – Critical Listening: Delineate a speaker’s argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.	CC.1.5.6.B	November May
C. Comprehension and Collaboration – Evaluating Information: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	CC.1.5.6.C	November June
D. Presentation of Knowledge and Ideas – Purpose, Audience, and Task: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear punctuation.	CC.1.5.6.D	November May
E. Presentation of Knowledge and Ideas – Context: Adapt speech to a variety of contexts and tasks.	CC.1.5.6.E	November May
F. Integration of Knowledge and Ideas – Multimedia: Include multimedia components and visual displays in presentations to clarify information.	CC.1.5.6.F	November May
G. Conventions of Standard English: Demonstrate command of the conventions of Standard English when speaking based on grade 6 level and content.	CC.1.5.6.G	November May
VI. Conventions of Standard English - Demonstrate command of the conventions of Standard English grammar and usage.	E06.D.1	September June
A. Demonstrate the command of the conventions of standard English grammar and usage.	E07.D.1.1 CC.1.4.6.F CC.1.4.6.L CC.1.4.6.R	October June
1. Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).	E06.D.1.1.1	October June
2. Use intensive pronouns (e.g. myself, ourselves).	E06.D.1.1.2	October June
3. Recognize and correct inappropriate shifts in pronoun number and person.	E06.D.1.1.3	October June
4. Recognize and correct vague pronouns (ones with unclear or ambiguous antecedents).	E06.D.1.1.4	October June
5. Recognize and correct inappropriate shifts in verb tense.	E06.D.1.1.5	November June
6. Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	E06.D.1.1.6	November June

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7. Correctly use frequently confused words.	E06.D.1.1.7	November June
8. Ensure subject-verb and pronoun-antecedent agreement.	E06.D.1.1.8	November June
B. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling.	E07.D.1.2 CC.1.4.6.F CC.1.4.6.L CC.1.4.6.R	September- June
1. Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	E06.D.1.2.1	September- June
2. Spell correctly	E06.D.1.2.2	September- June
3. Use punctuation to separate items in a series.	E06.D.1.2.3	September- June
C. Use knowledge of language and its conventions.	E07.D.2.1 CC.1.4.6.E CC.1.4.6.K CC.1.4.6.Q	September- June
1. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	E06.D.2.1.1	September- June
2. Vary sentence patterns for meaning, reader/listener interest, and style.	E06.D.2.1.2	December March
3. Maintain consistency in style and tone.	E06.D.2.1.3	November March
4. Choose punctuation for effect.	E06.D.2.1.4	November March
5. Choose words and phrases for effect.	E06.D.2.1.5	November March

ASSESSMENTS

PSSA Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include: Bell Ringers, games, activities, discussions, debates, graphic organizers, text annotations, class notes, outlines, journals, writing pieces, student collaboration, peer reviews, self-checks, reflections

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include: Assessments modeled after the PSSA format: Multiple Choice, Selected Response (part one, part two), Text Dependent Analysis; Mode Specific Writing Prompts (opinion/argumentative, informative/explanatory, and narrative); Speeches; presentations; projects; oral reports; writing pieces; research; portfolios; tests; quizzes