**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. The curriculum ensures that students gain adequate exposure to a range of genres 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 write effectively with a purpose appropriate to their audience while utilizing elements of distinct types of writing including narrative, informative, argumentative and text dependent analysis. 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 effective reading and writing strategies, and integrating communication skills. Using the Pennsylvania Common Core Standards and Pennsylvania System of School Assessment Anchors and Eligible Content as guides, the course will prepare students for the state standardized assessments. District marking period assessments are required.

**Suggested Grade Level**: Grade 6

**Length of Course:** Two Semesters

**Units of Credit:** 1

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

CSPG 70 Grades 4-8

CSPG 51 Middle Level English Grades 6-9

CSPG 42 English 7-12 (allowed to teach ELA Content at 6th grade level)

CSPG 37 Communications (7-12)

CSPG 104 Expansion of Secondary (7-12) Certification to Sixth Grade

To find the CSPG information, go to [CSPG](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**Certification verified by the WCSD Human Resources Department:** [x] Yes [ ] No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

[x] F – Final Average [x] MP – Marking Period [x] EXM – Final Exam

**GPA Type**: [ ]  GPAEL-GPA Elementary [x]  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](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:**  Into Literature (Grade 6)

**Publisher:** Houghton Mifflin Harcourt

**ISBN #:**  978-1-328-47477-3/Online license 978-1-328-60696-9

**Copyright Date:** 2020

**WCSD Board Approval Date:** 6/24/2019

**Supplemental Materials:** *Hoot*

 *My Side of the Mountain*

 *Behind Rebel Lines*

 *On My Honor*

 *Hatchet*

 *Old Yeller*

 *Mrs. Frisby and the Rats of Nimh*

 *The Fourth Stall*

 *Bud, Not Buddy*

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 5/18/2023

**Date Approved:**  6/12/2023

**Implementation Year:** 2023-2024

**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).

**SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS**

**Marking Period 1**

**Fiction:**

Short Stories/Poetry from *HMH: Into Literature* Unit 1

 Full Novel or Excerpts: *Behind Rebel Lines*by Seymour Reit

**Nonfiction:** Informational Text from *Into Literature* Unit 1 or additional sources

**Writing:** Informative/Explanatory Essay

 Text Dependent Analysis (TDA) Model

 Writing Conventions

**Speaking/Listening:** Discussions

**Marking Period 2**

**Fiction:**

 Short Stories/Poetry from *HMH: Into Literature* Units 2 and 3

 Novels--Minimum of one:

*Mrs. Frisby and the Rats of Nimh* by Robert C. O’Brien

 *Hatchet* by Gary Paulsen

 *My Side of the Mountain* by Jean Craighead George

**Nonfiction:** Informational Text from *Into Literature* Units 2 and 3 or other sources

**Writing:** Narrative Essay(minimum of 3 typed pages)

 Elements of TDAs and/or TDA

 Writing Conventions

**Speaking/Listening:** Discussions

**Marking Period 3**

**Fiction:**

Short Stories/Poetry from *HMH: Into Literature* Units 4 and 6

Drama: The Prince and the Pauper-Unit 6

 or *Damon and Pythias* can be completed in MP4

Novels-optional

*Hoot* by Carl Hiaasen

*The Fourth Stall* by Chris Rylander

**Nonfiction:** Informational Text from *Into Literature* Units 4 and 6 or other sources

**Writing:** Argumentative Essay

 Elements of TDAs and/or TDA

 Writing Conventions

**Speaking/Listening:** Discussions

 Multimedia presentation of Argumentative Essay

**Marking Period 4**

**PSSA Review**

**Fiction:**

Drama: *Damon and Pythias* online HMH(required if *The Prince and the Pauper* was not completed in MP3)

Short Stories/Poetry from *HMH: Into Literature* Unit 5

Novels—Optional

*On My Honor* by Marion Dane Bauer

*Old Yeller* by Fred Gipson

*Bud, Not Buddy* by Christopher Paul Curtis

**Nonfiction:** Informational Text from *Into Literature* Unit 5 or other sources

**Writing:** TDA

 Writing Conventions

**Speaking/Listening:** Discussion

**Standards/Eligible Content and Skills**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Marking Period Taught** |
| --- | --- | --- |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | CC.1.3.6.K | MP1 |
| 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 | MP1 |
| 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 | MP1 |
| 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 | MP1 |
| 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 | MP1 |
| 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.  a. 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 | MP1 |
| Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figurative language (simile, metaphor, personification,  and hyperbole) in context. b. Use the relationship between particular words (e.g.,  cause/effect, part/whole, item/category, synonym/antonym) to  better understand each of the wordsc. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping,  economical, unwasteful, thrifty) | E06.A-V.4.1.2 | MP1 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC. 1.2.6.L | MP1 |
| 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 | MP1 |
| 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 | MP1 |
| Analyze in detail how a key individual, event, 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 | MP1 |
| 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 | MP1 |
| 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 | MP1 |
| 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 | MP1 |
| 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.  a. Use context (e.g., the overall meaning of a sentence orparagraph, 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 | MP1 |
| Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.  b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to  better understand each of the words. c. Distinguish among the connotations (associations) of words  with similar denotations (definitions) (e.g., stingy, scrimping,  economical, unwasteful, thrifty). | E06.B-V.4.1.2 | MP1 |
| Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. | CC.1.4.6.A | MP1 |
| With 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 | MP1 |
| 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 | MP1 |
| Demonstrate command of the conventions of standard English grammar and usage. | E06.D.1.1 | MP1 |
| Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. | E06.D.1.1.6 | MP1 |
| Demonstrate command of the conventions of standard English capitalization, punctuation and spelling. | E06.D.1.2 | MP1 |
| Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | E06.D.1.2.1 | MP1 |
| Spell correctly. | E06.D.1.2.2 | MP1 |
| Use punctuation to separate items in a series. | E06.D.1.2.3 | MP1 |
| Choose words and phrases to convey ideas precisely | E06.D.2.1.3 | MP1 |
| Draw evidence from literary and informational texts to support analysis, reflection, and/or research. | E06.E.1.1 | MP1 |
| 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 | MP1 |
| 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 | MP1 |
| Provide a concluding section that follows from the analysis presented. | E06.E.1.1.6 | MP1 |
| 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 | MP1 |
| Adapt speech to a variety of contexts and tasks. | CC.1.5.6.E | MP1 |
| Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content. | CC.1.5.6.G | MP1 |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | CC.1.3.6.K | MP2 |
| 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 | MP2 |
| 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 | MP2 |
| 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 | MP2 |
| Determine an author’s purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author. | E06.A-C.2.1.1 | MP2 |
| 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 | MP2 |
| Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone. | E06.A-C.2.1.3 | MP2 |
| Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an 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 | MP2 |
| 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 | MP2 |
| 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. a. 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 | MP2 |
| Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). | E06.A-V.4.1.2 | MP2 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.6.L | MP2 |
| 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 | MP2 |
| 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 | MP2 |
| Analyze in detail how a key individual, event, 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 | MP2 |
| 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 | MP2 |
| 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 | MP2 |
| 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. a. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Determine the meaning of technical words and phrases used in a text. | E06.B-V.4.1.1 | MP2 |
| Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). | E06.B-V.4.1.2 | MP2 |
| Write narratives to develop real or imagined experiences or events. | CC.1.4.6.M | MP2 |
| Engage and orient the reader by establishing a context and introducing a narrator and/or characters. | CC.1.4.6.N | MP2 |
| Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | CC.1.4.6.O | MP2 |
| Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. | CC.1.4.6.P | MP2 |
| With 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 | MP2 |
| 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 sitting. | CC.1.4.6.U | MP2 |
| 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 | MP2 |
| Demonstrate command of the conventions of standard English grammar and usage. | E06.D.1.1 | MP2 |
| Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive). | E06.D.1.1.1 | MP2 |
| Use intensive pronouns (e.g., myself, ourselves). | E06.D.1.1.2 | MP2 |
| Recognize and correct inappropriate shifts in pronoun number and person. | E06.D.1.1.3 | MP2 |
| Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | E06.D.1.1.4 | MP2 |
| Recognize and correct inappropriate shifts in verb tense | E06.D.1.1.5 | MP2 |
| Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences | E06.D.1.1.6 | MP2 |
| Correctly use frequently confused words (e.g., to, too, two; there, their, they’re). | E06.D.1.1.7 | MP2 |
| Ensure subject-verb and pronoun-antecedent agreement. | E06.D.1.1.8 | MP2 |
| Use knowledge of language and its conventions. | E06.D.2.1 | MP2 |
| Choose words and phrases to convey ideas precisely. | E06.D.2.1.3 | MP2 |
| Choose punctuation for effect. | E06.D.2.1.4 | MP2 |
| Choose words and phrases for effect. | E06.D.2.1.5 | MP2 |
| Draw evidence from literary or informational texts to support analysis, reflection, and/or research. | E06.E.1.1 | MP2 |
| 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 | MP2 |
| 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 | MP2 |
| Use appropriate transitions to clarify the relationships among ideas and concepts. | E06.E.1.1.3 | MP2 |
| 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 | MP2 |
| Establish and maintain a formal style. | E06.E.1.1.5 | MP2 |
| Provide a concluding section that follows from the analysis presented | E06.E.1.1.6 | MP2 |
| 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 | MP2 |
| Adapt speech to a variety of contexts and tasks. | CC.1.5.6.E | MP2 |
| Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content. | CC.1.5.6.G | MP2 |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | CC.1.3.6.K | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| Determine an author’s purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author. | E06.A-C.2.1.1 | MP3 |
| 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 | MP3 |
| Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone. | E06.A-C.2.1.3 | MP3 |
| 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. a. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). | E06.A-V.4.1.1 | MP3 |
| Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty. | E06.A-V.4.1.2 | MP3 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.6.L | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| Analyze in detail how a key individual, event, 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 | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text. | E06.B-C.2.1.3 | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| 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. a. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Determine the meaning of technical words and phrases used in a text. | E06.B-V.4.1.1 | MP3 |
| Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). | E06.B-V.4.1.2 | MP3 |
| Write arguments to support claims. | CC.1.4.6.G | MP3 |
| With 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 | MP3 |
| Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | CC.1.4.6.V | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| Demonstrate command of the conventions of standard English grammar and usage. | E06.D.1.1 | MP3 |
| Recognize and correct inappropriate shifts in verb tense. | E06.D.1.1.5 | MP3 |
| Ensure subject-verb and pronoun-antecedent agreement. | E06.D.1.1.8 | MP3 |
| Use knowledge of language and its conventions. | E06.D.2.1 | MP3 |
| Vary sentence patterns for meaning, reader/listener interest, and style. | E06.D.2.1.1 | MP3 |
| Maintain consistency in style and tone. | E06.D.2.1.2 | MP3 |
| Choose words and phrases to convey ideas precisely | E06.D.2.1.3 | MP3 |
| Choose punctuation for effect. | E06.D.2.1.4 | MP3 |
| Choose words and phrases for effect. | E06.D.2.1.5 | MP3 |
| Draw evidence from literary or informational texts to support analysis, reflection, and/or research. | E06.E.1.1 | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| Use appropriate transitions to clarify the relationships among ideas and concepts. | E06.E.1.1.3 | MP3 |
| 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 | MP3 |
| Establish and maintain a formal style. | E06.E.1.1.5 | MP3 |
| Provide a concluding section that follows from the analysis presented. | E06.E.1.1.6 | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| 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 pronunciation. | CC.1.5.6.D | MP3 |
| Adapt speech to a variety of contexts and tasks. | CC.1.5.6.E | MP3 |
| Include multimedia components and visual displays in presentations to clarify information. | CC.1.5.6.F | MP3 |
| Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content. | CC.1.5.6.G | MP3 |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | CC.1.3.6.K | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| Determine an author’s purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author. | E06.A-C.2.1.1 | MP4 |
| 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 | MP4 |
| Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone. | E06.A-C.2.1.3 | MP4 |
| Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an 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 | MP4 |
| 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. a. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). | E06.A-V.4.1.1 | MP4 |
| Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). | E06.A-V.4.1.2 | MP4 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.6.L | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| Analyze in detail how a key individual, event, 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 | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text. | E06.B-C.2.1.3 | MP4 |
| 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 | MP4 |
| 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. a. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Determine the meaning of technical words and phrases used in a text. | E06.B-V.4.1.1 | MP4 |
| Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). | E06.B-V.4.1.2 | MP4 |
| With 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 | MP4 |
| Use knowledge of language and its conventions. | E06.D.2.1 | MP4 |
| Vary sentence patterns for meaning, reader/listener interest, and style. | E06.D.2.1.1 | MP4 |
| Maintain consistency in style and tone. | E06.D.2.1.2 | MP4 |
| Choose words and phrases to convey ideas precisely. | E06.D.2.1.3 | MP4 |
| Draw evidence from literary or informational texts to support analysis, reflection, and/or research. | E06.E.1.1 | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| Use appropriate transitions to clarify the relationships among ideas and concepts. | E06.E.1.1.3 | MP4 |
| 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 | MP4 |
| Establish and maintain a formal style. | E06.E.1.1.5 | MP4 |
| Provide a concluding section that follows from the analysis presented. | E06.E.1.1.6 | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| Adapt speech to a variety of contexts and tasks. | CC.1.5.6.E | MP4 |
| Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content. | CC.1.5.6.G | MP4 |

**ASSESSMENTS**

**PDE 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 but are not limited to:**

 Pre-Assessments of Prior Knowledge

 Bell ringers/Problem of the Day

 Discussions

 Teacher Observation/Questioning

 Graphic Organizers

 Summarizing

 Notetaking

 Oral Presentations

 Outlining

 Journaling

 Student Presentations/Projects

 TDAs

**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 but are not limited to:**

 Essays

 TDAs

 Projects

 Quizzes/Tests

 Student Presentations

 Portfolios

 District Marking Period Assessments