

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. 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](#)

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 choose the correct code that corresponds with the course.

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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

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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

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PLANNED INSTRUCTION

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 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	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

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PLANNED INSTRUCTION		
Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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 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	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, un wasteful, 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

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PLANNED INSTRUCTION		
Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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, un wasteful, 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

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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, unwhasteful, 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

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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, unwholesome, 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

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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, un wasteful, 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

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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

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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

WARREN COUNTY SCHOOL DISTRICT		
PLANNED INSTRUCTION		
Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
<p>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.</p> <ul style="list-style-type: none"> 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
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> 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, unwhasteful, 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

WARREN COUNTY SCHOOL DISTRICT**PLANNED INSTRUCTION**

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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