COURSE STANDARDS AND ANCHORS	
COURSE: English Language Arts	**GRADE: 6**
STRAND: Reading Informational Text	**TIME FRAME: Year-long**

PA CORE STANDARD

1.2 Reading Informational Text
Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

ESSENTIAL CONTENT

Key Ideas and Details
- **Text Analysis:**
    - o CC.1.2.6.A - Determine two or more main or central ideas of a text and how they are conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Craft and Structure
- **Point of View**
    - o CC.1.2.6.D - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- **Text Structure**
    - o CC.1.2.6.E - Analyze the author's structure through the use of paragraphs, chapters, or sections.
- **Vocabulary**
    - o CC.1.2.6.F - Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.

Integration of Knowledge and Ideas
- **Diverse Media**
    - o CC.1.2.6. - 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.
- **Evaluating Arguments**
    - o CC.1.2.6.H - Evaluate an author's argument by examining claims and determining if they are supported by evidence.
- **Analysis Across Texts**
    - o CC.1.2.6. - Examine how two authors present similar information in different types of text.

Vocabulary Acquisition and Use
- o CC.1.2.6.J - 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.
- o CC.1.2.6.K - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools

Range of Reading
- o CC.1.2.6.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

ASSESSMENT ANCHORS & ELIGIBLE CONTENT

Key Ideas and Details: E06.B-K.1
- E06.B-K.1.1 – Demonstrate understanding of key ideas and details in informational texts.
  - o 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.
  - o E06.B-K.1.1.2 – 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.
  - o E06.B-K.1.1.3 – 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).

Craft and Structure: E06.B-C.2
- E06.B-C.2.1 – Demonstrate understanding of connections within, between, and/or among informational texts.
  - o 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.
  - o E06.B-C.2.1.2 – 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.
  - o E06.B-C.2.1.3 - Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.

Integration of Knowledge and Ideas: E06.B-C.3
- E06.B-C.3.1 – Demonstrate understanding of connections within, between, and/or among informational texts.
  - o E06.B-C.3.1.1 – 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).
  - o E06.B-C.3.1.2 – 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).

Vocabulary Acquisition and Use – E06.B-V.4
- E06.B-V.4.1 – Demonstrate an understanding of vocabulary and figurative language in informational texts.
  - o 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.
    - 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.
    - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
    - Determine the meaning of technical words and phrases used in a text.
- E06.B-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
  - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

COURSE: English Language Arts	GRADE: 6
STRAND: Reading Literature	TIME FRAME: Year-long

PA CORE STANDARD

1.3 Reading Literature
Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

ESSENTIAL CONTENT

Key Ideas and Details
- **Theme**
  o CC.1.3.6.A - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **Text Analysis**
  o CC.1.3.6.B - Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- **Literary Elements**
  o CC.1.3.6.C - Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure
- **Point of View**
  o CC.1.3.6.D - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- **Text Structure**
  o CC.1.3.6.E - Analyze the development of the meaning through the overall structure of the text.
- **Vocabulary**
  o CC.1.3.6.F - Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.

Integration of Knowledge and Ideas
- **Sources of Information**
  o CC.1.3.6.G - 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.
- **Text Analysis**
  o CC.1.3.6.H - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.

Vocabulary Acquisition and Use
- **Strategies**
  o CC.1.3.6.I - Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

Range of Reading
  o CC.1.3.6. - Read and comprehend literary fiction on grade level, reading independently and proficiently.

ASSESSMENT ANCHORS & ELIGIBLE CONTENT

Key Ideas and Details: E06.A-K.1
- E06.A-K.1.1 – Demonstrate understanding of key ideas and details in literature.
  - E06.A-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.A-K.1.1.2 – 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.1.1.3 – 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.

Craft and Structure: E06.A-C.2
- E06.A-C.2.1 – 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 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.2.1.2- 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.2.1.3 - 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.

Integration of Knowledge and Ideas: E06.A-C.3
- E06.A-C.3.1 – Demonstrate understanding of connections within, between, and/or among texts.
  - E06.A-C.3.1.1 – 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.

Vocabulary Acquisition and Use – E06.A-V.4
- E06.A-V.4.1 – Demonstrate an 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.
    - 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.
    - 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.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
    - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

COURSE: English Language Arts	GRADE: 6
STRAND: Writing	TIME FRAME: Year-Long

PA CORE STANDARD

1.4 Writing
Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ESSENTIAL CONTENT

Informative/Explanatory
- o CC.1.4.6.A - Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
- **Focus**
  - o CC.1.4.6.B - Identify and introduce the topic for the intended audience.
- **Content**
  - o CC.1.4.6.C - 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.
- **Organization**
  - o CC.1.4.6.D - 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.
- **Style**
  - o CC.1.4.6.E - 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
    - Use precise language.
    - Develop and maintain a consistent voice
    - Establish and maintain a formal style.
- **Conventions of Language**
  - o CC.1.4.6. - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Opinion/Argumentative
- o CC.1.4.6.G - Write arguments to support claims.
- **Focus**
  - o CC.1.4.6.H - Introduce and state an opinion on a topic.
- **Content**
  - o CC.1.4.6.I - Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.
- **Organization**
  - o CC.1.4.6.J - 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.
- **Style**
  - o CC.1.4.6.K - 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.
    - Use precise language.
    - Develop and maintain a consistent voice

- • Establish and maintain a formal style.
- • **Conventions of Language**
  - o CC.1.4.6. - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.

Narrative
  - o CC.1.4.6.M - Write narratives to develop real or imagined experiences or events.
- • **Focus**
  - o CC.1.4.6.N - Engage and orient the reader by establishing a context and introducing a narrator and/or characters
- • **Content**
  - o CC.1.4.6.O - 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.
- • **Organization**
  - o CC.1.4.6.P - 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.
- • **Style**
  - o CC.1.4.6.Q - 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.
- • **Conventions of Language**
  - o CC.1.4.6.R - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Response to Literature
  - o CC.1.4.6.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

Production & Distribution of Writing
- • **Writing Process**
  - o CC.1.4.6.T - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Technology & Publication
  - o CC.1.4.6.U - 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.

Conducting Research
  - o CC.1.4.6.V - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Credibility, Reliability, and Validity of Sources
  - o CC.1.4.6.W - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and providing basic bibliographic information for sources

Range of Writing
  - o CC.1.4.6.X - 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.

ASSESSMENT ANCHORS & ELIGIBLE CONTENT

Text Types and Purposes: E06.C.1
- E06.C.1.1 – Write arguments to support claims with clear reasons and relevant evidence.
  - E06.C.1.1.1 – Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.
  - E06.C.1.1.2 – Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - E06.C.1.1.3 – Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  - E06.C.1.1.4 – Establish and maintain a formal style.
  - E06.C.1.1.5 - Provide a concluding section that reinforces the claims and reasons presented.
- E06.C.1.2 – 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.1.2.1 – Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.
  - E06.C.1.2.2 – Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - E06.C.1.2.3 – Use appropriate transitions to clarify the relationships among ideas and concepts.
  - E06.C.1.2.4 – Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - E06.C.1.2.5 - Establish and maintain a formal style.
  - E06.C.1.2.6 **-** Provide a concluding section that follows from the information or explanation presented.
- E06.C.1.3 – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - E06.C.1.3.1 – 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.1.3.2 – Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - E06.C.1.3.3 – Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.
  - E06.C.1.3.4 – Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - E06.C.1.3.5 - Provide a conclusion that follows from the narrated experiences or events.

COURSES: English Language Arts	GRADE: 6
STRAND: Speaking & Listening	TIME FRAME: Year Long

PA CORE STANDARD

1.5 Speaking and Listening
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ESSENTIAL CONTENT

Comprehension and Collaboration
- **Collaborative Discussion**
  - CC.1.5.6.A - Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **Critical Listening**
  - CC.1.5.6.B - Delineate a speaker's argument and specific claims by identifying specific reasons and evidence, and recognize arguments or claims not supported by factual evidence.
- **Evaluating Information**
  - CC.1.5.6.C - 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.

Presentation of Knowledge and Ideas
- **Purpose, Audience, and Task**
  - CC.1.5.6.D - 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.
- **Context**
  - CC.1.5.6.E - Adapt speech to a variety of contexts and tasks.
- **Multimedia**
  - CC.1.5.6.F - Include multimedia components and visual displays in presentations to clarify information.

Conventions of Standard English
  - CC.1.5.6.G - Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.

CONTENT UNITS

COURSE: English Language Arts	GRADE: 6

UNIT 1: CHANGES

THEME: How can changes transform the way people look at the world?

ESSENTIAL QUESTIONS:
- How do new experiences offer new perspectives?
- Why do people form alliances?
- How do life forms vary in different environment?
- How do natural forces affect earth?
- What factors influence how people use money?

UNIT OBJECTIVES:
- Cite relevant evidence from text.
- Determine character, setting, plot: compare and contrast.
- Visualize text.
- Draw evidence from realistic fiction.
- Prewrite an Autobiographical Sketch.
- Engage in collaborative discussions.
- Paraphrase.
- Present information.
- Identify sentence types.
- Acquire and use academic vocabulary.
- Use sentence clues to understand the meaning of a word.
- Draw evidence from literature.
- Write an argument.
- Draft and revise an Autobiographical Sketch.
- Identify complete and simple subjects and predicates.
- Use paragraph clues to understand the meaning of a word.
- Determine main idea and key detail.
- Reread text.
- Write informational text.
- Proofread/Edit and Publish an Autobiographical Sketch.
- Produce simple, compound, and complex sentences.
- Use Greek roots as clues to the meaning of a word to understand unknown words.
- Identify complex sentences.
- Demonstrate understanding of metaphors and similes.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Interpret information presented visually.
- Gather relevant information from digital sources.
- Navigate links.
- Select reliable sources.
- Share writing.
- Report on a topic.

TERMINOLOGY:
- Fluency: Expression, Phrasing, Rate, Accuracy
- Perspective
- Close Reading
- Collaborative

- Genre
- Autobiographical
- Narrative
- Point of View
- Author's Craft
- Author's Purpose
- Word Choice
- Visualize
- Character
- Setting
- Plot
- Compare and Contrast
- Dialogue
- Inference
- Summarize
- Evidence
- Fragment
- Sentence Types (Declarative, Imperative, Interrogative, Exclamatory)
- Morphology
- Historical Fiction
- Suspense
- Illustrator
- Subject
- Predicate
- Strategy
- Informational Text
- Greek Roots
- Graphic Organizer
- Expository Text
- Main Idea
- Key Details
- Text Structure
- Metaphors
- Similes
- Text Features
- Compound Words
- Informational Article
- Root Words
- Cause and Effect
- Draft
- Revise

SUGGESTED EXEMPLAR TEXTS:
- A Wrinkle in Time
- Yu the Great
- Who's That Stepping on Plymouth Rock?
- A Night to Remember

CONTENT UNITS	
COURSE: English Language Arts	**GRADE: 6**

UNIT 2: Excursions Across Time

THEME: What can we gain from reading about past civilizations?

ESSENTIAL QUESTIONS:
- What contributions were made by early civilizations?
- How did democracy develop?
- What was life like for people in ancient cultures?
- What influences the development of a culture?
- What can the past teach us?

UNIT OBJECTIVES:
- Cite relevant evidence from text
- Determine text structure problem and solution
- Ask and answer questions
- Draw evidence from informational text
- Write informative text
- Prewrite an Explanatory Essay
- Engage in collaborative discussions
- Restate portions of text
- Present information
- Distinguish common and proper nouns
- Acquire and use academic vocabulary
- Use Latin roots as clues to the meaning of a word
- Identify text structure compare and contrast
- Write an argument
- Draft and Revise an Explanatory Essay
- Paraphrase portions of text
- Distinguish singular and plural nouns
- Use Greek and Latin prefixes as clues to the meaning of a word
- Determine point of view
- Make predictions
- Draw evidence from literature
- Write narrative text
- Proofread/Edit and Publish an Explanatory Essay
- Identify and use irregular plural forms and collective nouns correctly
- Demonstrate understanding of connotations and denotations
- Identify Point of View
- Prewrite a formal letter
- Form and use possessives
- Use Greek and Latin suffixes as clues to the meaning of a word
- Determine theme
- Personification
- Draw evidence from poetry
- Draft and Revise a Formal Letter
- Identify essential and nonessential appositives
- Summarize the text
- Interpret information presented visually
- Edit/Proofread and publish informative text
- Report on a topic

TERMINOLOGY:
- Fluency: Rate, Accuracy, Expression, Phrasing
- Irregular plurals
- Acquire
- Inflectional endings
- Closed syllables
- Open Syllables
- Consonant
- Prefixes
- Connotation
- Denotation
- Suffixes
- Personification
- Expository text
- Informative text
- Argument
- Narrative text
- Historical fiction
- Literary Elements
- Rhyme scheme
- Meter
- Irregular plurals
- Appositives
- Nouns: singular, plural, possessive

SUGGESTED EXEMPLAR TEXTS:
- Who was Marco Polo?
- Life in Ancient South America
- The Tale of the Mandarin Ducks
- A Single Shard

CONTENT UNITS

COURSE: English Language Arts	GRADE: 6

UNIT 3: ACCOMPLISHMENTS

THEME: What does it take to accomplish a goal?

ESSENTIAL QUESTIONS:
- What happens when people share ideas?
- What kinds of challenges transform people?
- What can people accomplish by working together?
- How can one person affect the opinions of others?
- What steps can people take to promote a healthier environment?

UNIT OBJECTIVES:
- Cite relevant evidence from text.
- Determine theme.
- Make predictions.
- Draw evidence from literature.
- Write narrative text.
- Engage in collaborative discussions.
- Paraphrase.
- Present information.
- Explain the functions of verbs, distinguish direct and indirect objects.
- Acquire and use academic vocabulary.
- Use context clues to understand the meaning of a word.
- Draft/Revise/Proofread/Edit a Book Review.
- Recognize and correct inappropriate shifts in verb tense.
- Use paragraph clues to understand the meaning of a word.
- Determine text structure and sequence.
- Summarize text.
- Write informative texts.
- Distinguish main and helping verbs and verb phrases.
- Use prefixes and suffixes as clues to the meaning of a word.
- Determine text structure: cause and effect.
- Determine main idea and key details.
- Ask and answer questions.
- Draw evidence from informational text.
- Write argument text.
- Form and use regular and irregular verbs.
- Demonstrate understanding of synonyms and antonyms.

TERMINOLOGY:
- Close Reading
- Prediction
- Theme
- Foreshadowing
- Sentence Structure
- Direct and Indirect Objects
- Text Structure (Sequence/Cause and Effect)
- Figurative Language

- Verbs (Tenses, Phrases, Linking, Regular, Irregular, Main, Helping)
- Prefixes/Suffixes
- Author's Purpose
- Author's Craft
- Character
- Genre Features (Realistic Fiction, Drama, Biography, Informational Article)
- Multisyllabic Words
- Academic Vocabulary
- Denotation
- Connotation
- Morphology
- Opinion
- Summarize
- Analyze
- Text Evidence
- Inferences
- Visualization
- Text Features (Photographs)
- Synonyms
- Antonyms
- Genre Writing (Argument)
- Main Idea/Key Details

SUGGESTED EXEMPLAR TEXTS:
- Dragonwings
- The Adventures of Tom Sawyer
- Stick Insects: Masters of Defense
- Math Trek: Adventures in the Math Zone

CONTENT UNITS

COURSE: English Language Arts	GRADE: 6

UNIT 4: Challenges

THEME: How do people meet challenges and solve problems?

ESSENTIAL QUESTIONS:
- How do people meet environmental challenges?
- How do people meet personal challenges?
- When are decisions hard to make?
- How do people uncover what they have in common?
- How can we take responsibility?

UNIT OBJECTIVES:
- Cite relevant evidence from text
- Determine author's point of view
- Determine Theme
- Summarize Text
- Reread text
- Draw evidence from informational text
- Draw evidence from literature
- Draw evidence from poetry
- Write an argument
- Prewrite a Fictional Narrative
- Draft and Revise a Fictional Narrative
- Write Narrative Text
- Proofread/Edit and Publish a Fictional Narrative
- Proofread/Edit and Publish a Narrative Poem
- Prewrite a Narrative Poem
- Engage in collaborative discussions
- Paraphrase portions of text
- Retell and Discuss
- Present information
- Understand personal pronouns and antecedents
- Understand and use the different kinds of pronouns
- Understand Pronoun-verb Agreement
- Identify and use possessive pronouns
- Identify relative and interrogative pronouns
- Acquire and use academic vocabulary
- Use paragraph clues to understand the meaning of a word
- Prefixes and suffixes
- Greek and Latin prefixes

TERMINOLOGY:
- Antecedents
- Genre: Expository Text, Biography, Realistic Fiction, Free-verse Fiction
- Comprehension Strategy: Reread
- Close reading: Text Evidence, Interior Monologue
- Historic account
- Author's point of view, perspective
- Author's Purpose: to inform, persuade, or entertain

- Biased
- Writing Story sequence: plot, character, setting, conflict, rising action, climax, falling action, resolution
- Text features (photographs, subtitles, stage direction, introduction
- Main Idea
- Context Clues
- Paragraph Clues
- Cause and Effect
- **Author's Craft**: Illustrations and Captions, Descriptive Details, Quotations. Primary Source, Text Structure, Word Choice, Irony, Organization, Dialogue, Alliteration, Character, Descriptive Language, Figurative Language (simile, metaphor, personification), Voice
- Sensory Language
- Sentence Structure (simple, compound, complex)
- Inferencing
- Summarize
- Prediction
- Suffix
- Multisyllabic words
- Fictional Narrative
- Academic vocabulary
- Personification
- Morphology
- Vowel alternation
- Intonation
- Idioms
- Theme
- Drama: Scenes,
- Homophones, Homographs
- Punctuating Dialogue
- Proofread
- Poetic Devices
- Story Elements
- Speaker, narrator
- Alliteration and Assonance
- Figurative Language: Simile, Metaphor, Personification, Idiomatic expression

SUGGESTED EXEMPLAR TEXTS:
- The Attractive Story of Magnetism
- Harriet Tubman: Conductor on the Underground Railroad
- Esperanza Rising
- The Bronze Pen

CONTENT UNITS	
COURSE: English Language Arts	**GRADE: 6**

UNIT 5: DISCOVERIES

THEME: How can discoveries open new possibilities?

ESSENTIAL QUESTIONS:
- Why do people tell and retell myths?
- How do people show inner strength?
- How do people benefit from innovation?
- How does technology lead to discoveries?
- How have tools used for exploration evolved over time?

UNIT OBJECTIVES:
- Cite relevant information from text.
- Determine character, setting, plot, make predictions, problem and solution.
- Draw evidence from literature.
- Write a narrative text.
- Engage in collaborative discussions.
- Paraphrase.
- Present information.
- Identify predicate adjectives and proper adjectives.
- Acquire and use academic vocabulary.
- Use word origins as clues to the meaning of a word.
- Use articles and demonstrative adjectives.
- Demonstrate understanding of adages and proverbs.
- Determine text structure (cause and effect).
- Reread text.
- Write informative text.
- Form and use comparative and superlative adjectives.
- Use context clues to understand the meaning of a word.
- Use *more* and *most* correctly.
- Determine author's point of view.
- Summarize text.
- Draw evidence from informational text.
- Write an argument.
- Compare with *good* and *bad* using adjectives and adverbs.
- Demonstrate understanding of connotations and denotations.
- Interpret information presented visually.
- Read orally with prosody, accuracy, expression.

TERMINOLOGY:
- Close Reading
- Collaborative
- Character, Setting, Plot
- Problem/Solution
- Predictions (Make, Revise, Confirm)
- Text Evidence
- Text Features (Map, Captions)

- Narrative Text
- Genre (Myth, Historical Fiction, Expository Text, Science Fiction)
- Genre Writing (Informative Text)
- Paraphrase
- Adjectives (Predicate, Proper, Articles, Demonstrative, Comparative, Superlative)
- Academic Vocabulary
- Homophones
- Intonation
- Word Origins
- Author's Purpose (Persuade, Inform, Entertain, Title)
- Author's Craft
- Character Development
- Word Choice
- Suspense
- Foreshadowing
- Dialogue
- Descriptive Details
- Illustration
- Idioms
- Parody
- Tone
- Figurative Language
- Strong Conclusion
- Research
- Direct Citation
- Point of View
- Inference
- Complex Text
- Sentence Structure
- Adages/Proverbs
- Fluency: Expression, Rate, Accuracy
- Morphology
- Latin Roots/Greek Roots
- Context Clues
- Multisyllabic Words
- Connotations/Denotations
- Text Structure (Sequence)
- Summarize
- Compare/Contrast

SUGGESTED EXEMPLAR TEXTS:
- The Dark is Rising
- Ben and Me
- Vincent Van Gogh: Portrait of an Artist
- Cathedral: The Story of Its Construction

APPLICABLE TO ALL UNITS

INSTRUCTIONAL STRATEGIES & TOOLS:
- Anticipation guides
- Access and Conquer-Graphic Strategy
- Baseline information for text
- Class discussion
- Close Reading

  (A close reading is a careful and purposeful reading. Close reading is one of the shifts in the CC that demands student focus on what the author has to say, the author's purpose, the text structure and the meaning of the author's chosen words.)
- Cooperative Learning
- Differentiated instruction
- Guided questioning
- Integrated technology and 21st century skills
- K/W/L's
- Marginal note questions
- Mnemonic devices
- Modeling
- Online resources
- Read/Evaluate/Write
- Read it, write it, link it
- Rituals as learning tools
- Think aloud
- Think/pair/share
- Thinking Maps

TEACHER CREATED MATERIALS:
- Double entry journals
- Graphic organizers
- Outlining
- Vocabulary journals
- Skill and drill worksheets to introduce individual reading skills
- Charts
- Diagrams
- Excerpts
- Historical fiction
- Interviews
- Open ended questions
- Writing starters
- Discussion questions
- Picture starters

ASSESSMENTS:

Summative
- DIBELS Benchmark assessment
- PSSA
- Portfolio
- Rubric
- ACCESS

Formative
- DIBELS Progress Monitoring
- Collaborative learning
- Graphic organizers
- Journals/logs
- KWL
- Teacher Observation

Diagnostic
- <u>RGR</u> – AS ADMINISTERED AND EVALUATED BY READING SPECIALISTS
- <u>PAST</u> – AS ADMINISTERED AND EVALUATED BY READING SPECIALISTS
- Reading Wonders Diagnostic & Placement Test

REMEDIATION:
- Colored highlighters for focus
- Explicit modeling followed by systematic guided practice of each skill
- Focus modality approach (i.e. VAKT – visual auditory kinesthetic and tactile)
- Individual conferences
- One-on-one instruction
- Re-teaching challenging concepts to gain mastery
- SAS Portal
- Teachertube.com
  (As needed, establish baseline via video clips)
- Word analysis mini lessons
- Reading Wonders: Approaching Level and English Language Learner Level

ENRICHMENT:
- In-depth discussion and extended activities
- Individualized enriched vertical assignments and projects
- Extending skills to the next level of complexity
- Reading Wonders: Beyond Level

ELL Differentiation: Math & ELA Overlay: http://pdesas.org/Page/Viewer/ViewPage/15
                            ELL Differentiation Tool: http://ell.eslportalpa.info/differentiation-tool/

UTILIZATION OF SPECIALIZED STAFF AS NEEDED:
- ESL Teachers
- Guidance Counselors
- Librarian/Media Specialist
- Reading Specialists
- Instructional Support Teachers
- Related Arts Teachers
- Special Education Teachers

ADDITIONAL RESOURCES:
- McGraw Hill: Reading Wonders
- McGraw Hill: Wonder Works
- McGraw Hill: English Language Development (ELD) Kit
- Study Island
- PSSA Coach Books
- Benchmark Universe

Grades 6–8 ELP Standards

Grades 6-8: Standards 1 and 2

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.1	**An ELL can . . .** construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple written texts.	use an emerging set of strategies to: • identify the main topic in oral communications and simple written texts • retell a few key details.	use a developing set of strategies to: • determine the central idea or theme in simple oral presentations or written text • explain how the theme is supported by specific details • summarize part of the text.	use an increasing range of strategies to: • determine two or more central ideas or themes in oral presentations or written text • explain how the central ideas/themes are supported by specific textual details • summarize a simple text.	use a wide range of strategies to: • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence • summarize a text.
6-8.2	**An ELL can . . .** participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	• participate in short conversational and written exchanges on familiar topics • present simple information • respond to simple questions and some wh-questions.	• participate in short conversational and written exchanges on familiar topics and texts • present information and ideas • respond to simple questions and wh-questions.	• participate in conversations, discussions, and written exchanges on familiar topics and texts • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information.	• participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence • paraphrase the key ideas expressed.	• participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly • pose and respond to relevant questions • add relevant and specific evidence • summarize the key ideas • reflect on the key ideas expressed.

Grades 6-8: Standards 3, 4, and 5

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.3	An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	• communicate simple information about familiar texts, topics, and experiences.	• deliver short oral presentations • compose written narratives or informational texts about familiar texts, topics, experiences, or events.	• deliver short oral presentations • compose written narratives or informational texts • develop texts with some details about familiar texts, topics, and experiences.	• deliver oral presentations • compose written narratives or informational texts • develop texts with some specific details about a variety of texts, topics, and experience.	• deliver oral presentations • compose written narratives or informational texts • develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.
6-8.4	An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	• express an opinion about a familiar topic.	• construct a claim about a familiar topic • give a reason to support the claim.	• construct a claim about a familiar topic • introduce the topic • provide several supporting reasons or facts in a logical order • provide a concluding statement.	• construct a claim about a variety of topics • introduce the topic • provide sufficient reasons or facts to support the claim • provide a concluding statement.	• construct a claim about a variety of topics • introduce the topic • provide compelling and logically ordered reasons or facts that effectively support the claim • provide a concluding statement.
6-8.5	An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	• gather information from a few provided sources • label collected information.	• gather information from provided sources • record some data and information.	• gather information from multiple provided print and digital sources • summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate • cite sources.	• gather information from multiple print and digital sources • use search terms effectively • quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate • cite sources • use a standard format for citations.	• gather information from multiple print and digital sources • use search terms effectively • (at Grade 8) evaluate the credibility of each source • quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate • cite sources • use a standard format for citations.

Grades 6-8: Standards 6, 7, and 8

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.6	**An ELL can . . .** analyze and critique the arguments of others orally and in writing.	• identify a point an author or a speaker makes.	• identify the main argument an author or a speaker makes • identify one reason an author or a speaker gives to support the argument.	• explain the argument an author or a speaker makes • distinguish between claims that are supported by reasons and evidence from those that are not.	• analyze the argument and specific claims made in texts or speech • determine whether the evidence is sufficient to support the claims • cite textual evidence to support the analysis.	• analyze and evaluate the argument and specific claims made in texts or speech/ presentations • determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims • cite textual evidence to support the analysis.
6-8.7	**An ELL can . . .** adapt language choices to purpose, task, and audience when speaking and writing.	• recognize the meaning of some words learned through conversations, reading, and being read to.	with emerging control, • adapt language choices according to task and audience • begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions.	with developing ease, • adapt language choices and style according to purpose, task, and audience • use an increasing number of general academic and content-specific words and phrases in speech and short written texts • show developing control of style and tone in oral or written text.	with increasing ease, • adapt language choices and style according to purpose, task, and audience • use a wider range of general academic and content-specific academic words and phrases • maintain consistency in style and tone throughout most of oral or written text.	with ease, • adapt language choices and style according to purpose, task, and audience, • use a wide variety of complex general academic and content-specific academic words to precisely express ideas • maintain an appropriate and consistent style and tone throughout an oral or written text.
6-8.8	**An ELL can . . .** determine the meaning of words and phrases in oral presentations and literary and informational text.	relying heavily on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.	using context, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	using context, reference materials, and knowledge of English morphology, • determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events.

Grades 6-8: Standards 9 and 10

ELP Standards		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.9	**An ELL can . . .** create clear and coherent grade-appropriate speech and text.	with support (including context and visual aids) and non-verbal communication, • communicate simple information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including modeled sentences), • recount a brief sequence of events in order • introduce an informational topic • present one or two facts about the topic • use some commonly occurring linking words (e.g., *next*, *because*, *and*, *also*) • provide a concluding statement with emerging control.	• recount a short sequence of events, with a beginning, middle, and end • introduce and develop an informational topic with a few facts and details • use common transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *in order to*, *as a result*) • provide a conclusion with developing control.	• recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end • introduce and develop an informational topic with facts and details • use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., *however, on the other hand, from that moment on)* • provide a concluding section with increasingly independent control.	• recount a complex sequence of events or steps in a process, with a beginning, middle, and end • introduce and effectively develop an informational topic with facts and details • use a wide variety of transitional words and phrases to show logical relationships between events and ideas • provide a concluding section.
6-8.10	**An ELL can . . .** make accurate use of standard English to communicate in grade-appropriate speech and writing.	• recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions.	with support (including visual aids and sentences), • use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences.	with support (including modeled sentences), • use relative pronouns (e.g., *who, whom, which, that*), relative adverbs (e.g., *where, when, why*), subordinating conjunctions, and prepositional phrases • produce and expand simple, compound, and a few complex sentences.	• use an increasing number of intensive/reflexive pronouns (e.g., *myself, ourselves*) and verbs in the active and passive voices • place phrases and clauses within a sentence • recognize and correct most misplaced and dangling modifiers • produce and expand simple, compound, and complex sentences.	• use intensive/reflexive pronouns • use verbs in the active and passive voices • place phrases and clauses within a sentence • recognize and correct misplaced and dangling modifiers • produce and expand simple, compound, and complex sentences.