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:**
  - 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**
  - 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**
  - CC.1.2.6.E - Analyze the author's structure through the use of paragraphs, chapters, or sections.
- **Vocabulary**
  - 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**
  - 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**
  - CC.1.2.6.H - Evaluate an author's argument by examining claims and determining if they are supported by evidence.
- **Analysis Across Texts**
  - CC.1.2.6. - Examine how two authors present similar information in different types of text.

Vocabulary Acquisition and Use
  - 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.
  - 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
  - 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**
  - 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**
  - 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**
  - 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**
  - 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**
  - CC.1.3.6.E - Analyze the development of the meaning through the overall structure of the text.
- **Vocabulary**
  - 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**
  - 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**
  - 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**
  - 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
  - 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.
    - o E06.C.1.1.1 – Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.
    - o 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.
    - o E06.C.1.1.3 – Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
    - o E06.C.1.1.4 – Establish and maintain a formal style.
    - o 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.
    - o 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.
    - o E06.C.1.2.2 – Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
    - o E06.C.1.2.3 – Use appropriate transitions to clarify the relationships among ideas and concepts.
    - o E06.C.1.2.4 – Use precise language and domain-specific vocabulary to inform about or explain the topic.
    - o E06.C.1.2.5 - Establish and maintain a formal style.
    - o 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.
    - o 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.
    - o E06.C.1.3.2 – Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
    - o 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.
    - o E06.C.1.3.4 – Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
    - o 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

English Language Development Standard 1: English language learners communicate in English
for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.
Grade Level: 6-8

16.1.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	16.1.6-8.1L Respond to oral prompts related to classroom behaviors (e.g., Raise your hand; Open your book) with gestures.	16.1.6-8.1L Follow instructions related to classroom behaviors (e.g. sharing; turn taking) through role play.	16.1.6-8.1L Identify positive ways of interacting socially based on oral descriptions with a partner.	16.1.6-8.1L Compare positive and negative solutions to peer pressure based on oral descriptions during teacher facilitated discussion.	16.1.6-8.1L Make connections to self from oral scenarios involving peer interactions.	Not Applicable
	Reading	16.1.6-8.1R Arrange pictures and symbols with words and phrases in everyday print (e.g., menu, signs, newspaper) in L1 or L2.	16.1.6-8.2R Find key information from everyday print (e.g., menu, signs, newspaper) with visual supports.	16.1.6-8.3R Categorize relevant and irrelevant information on topics gathered from everyday print on a t-chart with a partner.	16.1.6-8.4R Draw conclusions on topics gathered from everyday print in highlighted text.	16.1.6-8.5R Summarize information on topics gathered from everyday print while independently reading.	Not Applicable
PRODUCTIVE	**Speaking**	16.1.6-8.1S State greetings, compliments, introductions, or farewells in authentic context using one or two words while roleplaying.	16.1.6-8.2S Ask and respond to simple WH-conversational questions or exchange information with picture cues.	16.1.6-8.3S Exchange everyday information using conversation models with partners.	16.1.6-8.4S Participate in conversation using idiomatic expressions or slang in a small group.	16.1.6-8.5S Participate in conversation using idiomatic expressions of slang with a partner.	Not Applicable
	Writing	16.1.6-8.1W Make "To do" lists (pictures and words) using a picture dictionary.	16.1.6-8.2W Compose short phrases or sentences about personally relevant tasks (shopping, dining, personal hygiene) with a partner using sentence frames.	16.1.6-8.3W Construct simple paragraphs about personally relevant tasks using a graphic organizer.	16.1.6-8.4W Revise paragraphs about personally relevant tasks with a partner.	16.1.6-8.5W Write responses including figurative language about personally relevant tasks using study guides.	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**
Grade Level: 6-8

16.2.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	**16.2.6-8.1L** Select illustrations representing main ideas based on simple oral words/phrases using a word bank.	**16.2.6-8.2L** Select illustrations representing main ideas based on brief oral descriptive phrases using a word bank.	**16.2.6-8.3L** Identify main idea and supporting detail based on oral descriptions using sentence frames.	**16.2.6-8.4L** Connect main idea and supporting details based on a teacher-read passage with a partner using graphic organizer.	**16.2.6-8.5L** Summarize main ideas and supporting details based on teacher-read fiction/nonfiction during small groups.	CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.A CC.1.5.7.A CC.1.5.8.A
	Reading	**16.2.6-8.1R** Match words to illustrations that reflect main ideas of an illustrated text.	**16.2.6-8.2R** Locate phrases that reflect the main ideas of an illustrated text.	**16.2.6-8.3R** Analyze the use of illustrations, headings, captions, vocabulary to determine the central idea of a text with a partner.	**16.2.6-8.4R** Identify the central and related ideas of a text in sentences using a story map while working in a small group.	**16.2.6-8.5R** Select and explain the best summary of the central and related ideas of a text in a group of three to four.	CC1.2.6.L CC1.2.7.L CC1.2.8.L CC.1.3.6.K CC.1.3.7.K CC.1.3.8.K
PRODUCTIVE	**Speaking**	**16.2.6-8.1S** Repeat key vocabulary (WH-words) that demonstrate main ideas using illustrated flash cards.	**16.2.6-8.2S** Describe the main idea using short phrases with a partner.	**16.2.6-8.3S** Connect three details to one main idea with an adapted text in a small group of 3-4.	**16.2.6-8.4S** Explain the connection between different details and at least two main ideas in a small group of 3-4.	**16.2.6-8.5S** Debate the main idea and cite details with self-selected support (e.g., a partner, notes, rehearsal time).	CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.B CC.1.5.7.B CC.1.5.8.B
	Writing	**16.2.6-8.1W** Label events in a story with sequence words (e.g., first, second, then, last) using an illustrated narrative or informational text.	**16.2.6-8.2W** Write phrases to demonstrate sequence from an illustrated narrative or informational text sentence frames (e.g., After that …; Finally…).	**16.2.6-8.3W** Compose sentences that convey sequence using a sequencing chart.	**16.2.6-8.4W** Construct a paragraph that uses some technical language (e.g., initially, finally) to convey sequence using model papers.	**16.2.6-8.5W** Edit multiple organized paragraphs that use technical language to sequence events using a rubric.	CC1.4.6.D CC1.4.7.D CC1.4.8.D CC1.4.6.P CC1.4.7.P CC1.4.8.P

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**
Grade Level: 6-8

16.3.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	**16.3.6-8.1L** Match two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner using single words or phrases.	**16.3.6-8.2L** Select two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner reading brief descriptions.	**16.3.6-8.3L** Select two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner reading a paragraph	**16.3.6-8.4L** Match two dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner using grade level specific vocabulary (e.g., polygon, cube, tetrahedral).	**16.3.6-8.5L** Select two dimensional shapes three-dimensional shapes and two-dimensional shapes after an oral description from a presentation to the whole class.	CC2.3.7.A.2 CC2.3.8.A.2
	Reading	**16.3.6-8.1R** Match order of operations terms with symbols with teacher prompting.	**16.3.6-8.2R** Identify key terms to determine the order of operations in a shared reading of a story problem.	**16.3.6-8.3R** Demonstrate the order of multi-step problems using manipulatives.	**16.3.6-8.4R** Follow written directions to solve a multi-step problem based on models.	**16.3.6-8.5R** Solve a multi-step problem working with a partner.	CC.2.2.7.B.3 CC.2.2.8.B.3
PRODUCTIVE	**Speaking**	**16.3.6-8.1S** Name math terms as depicted on flash cards.	**16.3.6-8.2S** State the steps needed to solve a visually depicted math problem using manipulatives.	**16.3.6-8.3S** Explain the steps used to solve a visually supported math problem.	**16.3.6-8.4S** Analyze the process for solving grade-level math problems with a partner.	**16.3.6-8.5S** Offer an alternative solution to solving a math problem with a small group.	CC.2.2.7.B.3 CC.2.2.8.B.3

16.3.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
PRODUCTIVE	Writing	**16.3.6-8.1W** Label a bar graph with title, appropriate scale, labels and a key using a model.	**16.3.6-8.2W** Write phrases to describe patterns of data in charts and graphs using a visual example.	**16.3.6-8.3W** Compare and contrast data in charts and graphs using a Venn diagram.	**16.3.6-8.4W** Create an appropriate chart or graph for a given set of data while working with a partner.	**16.3.6-8.5W** Justify the process for solving a grade-level open-ended item dealing with data (e.g., why a circle graph would be the best way to report the data) using class notes.	CC.2.4.6.B.1 CC.2.4.7.B.1 CC.2.4.8.B.1

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**

Grade Level: 6-8

16.4.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	16.4.6-8.1L Critique peer science fair presentations with a rubric and an interpreter.	16.4.6-8.2L Critique peer science fair presentations with a rubric with icons (e.g., Likert Scale) and a partner.	16.4.6-8.3L Critique peer science fair presentations with a rubric with icons (e.g., Likert Scale).	16.4.6-8.4L Critique peer science fair presentations with a rubric and a partner.	16.4.6-8.5L Critique peer science fair presentations with a rubric.	S8.A.1.1 Science as Inquiry (e.g. 3.1.6.A9 3.1.7.A9 3.1.8.A9)
	Reading	16.4.6-8.1R Match names of recyclable objects with Illustrations with a bilingual dictionary.	16.**4.6-8.2R** Match sentence strips to illustrations of the steps in the recycling process with a partner.	16.4.6-8.3R Identify the steps and outcomes of a community recycling program in a highlighted or chunked newspaper article.	16.4.6-8.4R Summarize the benefits of a community recycling program in a newspaper article using a graphic organizer.	16.4.6-8.5R Predict outcomes of a community recycling program in a newspaper article using class notes.	4.3.6.D
PRODUCTIVE	**Speaking**	16.4.6-8.1S Name the components of the Milky Way using visuals as a guide.	16.4.6-8.2S Restate the interconnectedness of the components of the Milky Way using visuals and notes/ graphic organizers.	16.4.6-8.3S Ask questions about the interconnected-ness of the components of the Milky Way using visuals and notes/graphic organizers.	16.4.6-8.4S Analyze orally the interconnectedness of the components of the Milky Way using notes/graphic organizers in a small group.	16.4.6-8.5S Analyze orally the interconnectedness of the components of the Milky Way in a small group	3.3.6.B1 3.3.7.B1
	Writing	16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner.	16.4.6-8.2W Label a drawing/model of a plant cell using a word bank from an illustrated model.	16.4.6-8.3W List the steps of photosynthesis in plants using a pictorial representation.	16.4.6-8.4W Produce a written paragraph explaining the steps of photosynthesis referencing information in a text.	16.4.6-8.5W Write a multi-paragraph report explaining the role of photosynthesis in the cycling of matter and flow of energy on Earth.	3.1.6.A2 3.1.7.A2 3.1.6.A5 3.1.7.A5

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**
Grade Level: 6-8

16.5.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.5.6-8.1L Locate places or geographic features on a map from oral description..	16.5.6-8.2L Select appropriate maps to identify regions, countries or landforms from oral description.	16.5.6-8.3L Select appropriate maps based on oral descriptions about regions, countries, landforms or manmade structures.	16.5.6-8.4L Compare and contrast different types of maps from oral descriptions using a graphic organizer.	16.5.6-8.5L Construct a representation of different types of maps from oral descriptions.	7.1.6.B 7.1.7.B 7.1.8.B 7.2.6.A 7.2.7.A 7.2.8.A
	Reading	16.5.6-8.1R Identify words and phrases from text and charts with visual support.	16.5.6-8.2R Classify data based on information from text and charts using a graphic organizer.	16.5.6-8.3R Compare data based on information from text and charts using a graphic organizer.	16.5.6-8.4R Analyze data based on information and charts in a small group.	16.5.6-8.5R Predict future trends based on data gleaned from grade-level text and charts in a small group.	8.1.6.C 8.1.7.C 8.1.8.C
PRODUCTIVE	Speaking	16.5.6-8.1S Name historical figures or events in photographs and illustrations with a partner.	16.5.6-8.2S Answer WH-questions about historical figures or events from photographs, illustrations or videos in a small group.	16.5.6-8.3S Role-play scenes from the lives of historical figures or events with a team.	16.5.6-8.4S Engage in a classroom discussion about historical figures or events based on previously completed graphic organizer.	16.5.6-8.5S Debate or defend a decision or action of an historical figure or event in teams.	8.1.6.A-B 8.1.7.A-B 8.1.8.A-B
	Writing	16.5.6-8.1W Label pictures of historical events with a partner.	16.5.6-8.2W Write phrases or short sentences about visually supported historical events using sentence frames.	16.5.6-8.3W Compare and/or contrast visually supported historical events using a Venn diagram.	16.5.6-8.4W Generate an informative comparative summary of historical events with a writing frame in a small group.	16.5.6-8.5W Write an informative comparative essay about an historical event using primary sources with a rubric.	8.1.6 A 8.1.7.A 8.1.8.A 8.1.6 C 8.1.7.C 8.1.8.C

As approved by the State Board of Education on July 13, 2017