

Southern York County School District Instructional Plan

Course/Subject: English Language Arts

Grade Level: 6

Textbook(s)/Instructional Materials Used:

Cooper, J. (2006). *Triumphs*. Boston, Mass.: Houghton Mifflin.
Pennsylvania Core Coach English Language Arts 6 (1st ed.). (2014). New York, NY: Triumph Learning.

Dates: August – October

First Quarter: Marking Period 1

Stage 1 – Desired Results

PA Core Standards:

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.

- 1.2.6.A Determine the 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.
- 1.2.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
- 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.
- 1.2.6.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- 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.

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.

- 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.
- 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.
- 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.
- 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.
- 1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- 1.3.6.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.

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.

- 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.
 - Develop and maintain a consistent voice.
 - Establish and maintain a formal style.

- 1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- 1.4.6.M Write narratives to develop real or imagined experiences or events.
- 1.4.6.N Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
- 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.
- 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.
- 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.
- 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.
- 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.
- 1.4.6.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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

- 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.
- 1.5.6.E Adapt speech to a variety of contexts and tasks.
- 1.5.6.F Include multimedia components and visual displays in presentations to clarify information.
- 1.5.6.G Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

Understanding(s):

Students will understand . . .

1. How to read and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
2. How to read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.
3. How to present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
4. **Predicting:** Students will understand how to read and respond to narrative text – using a variety of prediction strategies before, during, and after reading.
5. **Metacognition:** Students will understand how to be aware of their own thoughts and feelings towards texts.

Essential Question(s):

- What strategies and processes help a reader to read, understand, and respond to informational texts?
- What strategies and processes help a reader to read, understand, and respond to literature?
- What strategies do good readers use before, during, and after reading?
- How do readers check comprehension and adjust misconceptions?
- **Metacognition:** Why is it important to acquire and use metacognitive skills and strategies? How do I apply metacognitive strategies?
- **Summarizing:** How can bias and personal opinions affect a reader's understanding of the text?
- **Questioning:** How does questioning help me to make sense of what I read? How can I use questioning techniques to evaluate texts?

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| <ol style="list-style-type: none"> 6. Summarizing: Students will understand that summarizing the key supporting details and ideas, free of bias and personal opinions leads to a deeper understanding of the text. 7. Questioning: Students will understand that critical readers question the text to help them better understand the text. 8. Inferring: Students will understand that by reading closely they can determine what the text says explicitly and make logical inferences from it. Students will understand that citing specific textual evidence when writing or speaking can be used to support conclusions drawn from the text. 9. Clarifying: Students will understand that readers use specific strategies to help them better understand the text. 10. Evaluating/Making Judgments: Students will understand that recognizing and articulating arguments or claims made within text helps readers to form a personal opinion about the topic. Students will understand that specific quotes from text contribute to the argument or claim of the text. 11. Sequence of Events: Students will understand that by analyzing how and why events and ideas develop over the course of a text leads to deeper understanding. 12. Compare and Contrast: Students will understand that analyzing how two or more texts address similar themes or topics or comparing the approaches the authors take builds knowledge. 13. Central Ideas: Students will understand that determining the central ideas of a text and analyzing their development help them to comprehend, and make connections among ideas and between text. 14. Narrative Writing: Students will understand that writing narratives to develop real or imagined experiences or events can be achieved through using effective technique, well-chosen details, and well-structured event sequences. 15. Word Work Grammar & Usage: Students will understand the importance of demonstrating command of the conventions of standard English grammar and usage when writing or speaking. | <ul style="list-style-type: none"> ▪ Inferring: How does textual evidence aide in forming inferences? How can you compare textual evidence to support inferences drawn from the text? ▪ Clarifying: What do good readers do when they don't understand the text? ▪ Why should readers regularly monitor their comprehension? ▪ Evaluating/Making Judgments: How can you recognize the argument or claims made within a specific text? What could you do to articulate your understanding of the argument or claims made within a specific text? What criteria can you use to choose specific quotes or passages from a text? How can you determine if the quotes or passages contribute to the argument or claim of the text? ▪ Sequence of Events: How can you describe how sequenced events affect and shape the plot of a story? ▪ Compare/Contrast: What two (or more) types of text are you comparing? How can comparing and contrasting two texts help to gain meaning when reading? What is the theme that the two texts have in common? ▪ Central Idea: What is the central idea of the text? How did the author develop the central idea? ▪ Narrative Writing: What can you draw from your life experiences? Why are descriptive details important when creating a narrative whether real or imagined? Why is it important to adhere to the basic narrative structure when writing a narrative? ▪ Word Work: Grammar and Usage: What does command of the conventions of standard English grammar mean to you? How can you show your understanding of the conventions of standard English grammar when writing or speaking? How will you recognize and correct inappropriate shifts in pronouns? ▪ Word Work: Spelling & Conventions: How can you use and demonstrate standard conventions to purposefully communicate intention and meaning to your reader? <p>Knowledge of Language</p> |
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16. Word Work Spelling & Conventions:

Students will understand the importance of demonstrating command of the conventions of standard English capitalization, punctuation, and spelling when writing.

17. Knowledge of Language Conventions:

Students will understand that applying knowledge of language is utilized to help understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Conventions: How does the use of varying sentence patterns impact your writing? How can language be used to convey specific meanings or particular effects to the reader?

Learning Objectives:

Students will know and be able to do:

Informational Texts:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- 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.
- 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, such as context, word position or function, common Greek/Latin roots or affixes, or technical words/phrases.

Literature:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- 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.
- 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 resolution.

Writing (Evidence-Based Analysis of Text):

- Introduce texts for the intended audience, state the specific topic based on the text question provided, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Develop the analysis using relevant evidence from texts to support claims, opinions, and inferences and demonstrating an understanding of the texts.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary from the text to inform about or explain the topic.
- Establish and maintain a formal style (e.g. topic sentence, body, concluding sentence).
- Provide a concluding section that follows from the analysis presented.

Writing (Narratives):

- Engage and orient the reader by establishing a context or 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; maintain a controlling point.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters
- Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

- Provide a conclusion that follows from the narrated experiences or events.

Writing (Language):

- Correctly use frequently confused words (to, too, two, there, their, they're)
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
- Recognize and correct inappropriate shifts in verb tense
- Ensure subject-verb agreement
- Spell correctly
- Use punctuation to separate items in a series
- Choose words and phrases to convey ideas precisely
- Choose punctuation for effect
- Choose words and phrases for effect

Speaking and Listening:

- Engage in collaborative discussions
- Practice speaking to different audiences
- Engage in active listening during instruction and presentations
- Include various components of technology in presentations
- Demonstrate proper conventions while speaking

Dates: November – January

Dates: Second Quarter: Marking Period 2

Stage 1 - Desired Results

PA Core Standards:

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.

- **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.**
- **1.2.6.E Analyze the author's structure through the use of paragraphs, chapters, or sections.**
- **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.**
- **1.2.6.G 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.**
- **1.2.6.H Evaluate an author's argument by examining claims and determining if they are supported by evidence.**
- **1.2.6.I Examine how two authors present similar information in different types of text.**
- **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.**
- **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.**
- **1.2.6.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.**
- **1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.**

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.

- **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.**
- **1.3.6.D Determine purpose in a text and explain how it is conveyed in the text.**
- **1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.**

- 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.
- 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.
- 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.
- 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.
- 1.3.6.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.
- 1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

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.

- 1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- 1.4.6.G Write arguments to support claims.
- 1.4.6.H Introduce and state an opinion on a topic.
- 1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.
- 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.
- 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.
 - Develop and maintain a consistent voice.
 - Establish and maintain a formal style.
- 1.4.6.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- 1.4.6.S Draw evidence from literary or informational text to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- 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.
- 1.4.6.U Use technology, including the internet, to produce and publish writing as well as interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- 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.

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

- 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.
- 1.5.6.C Interpret information presented in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
- 1.5.6.E Adapt speech to a variety of contexts and tasks.
- 1.5.6.F Include multimedia components and visual displays in presentations to clarify information.
- 1.5.6.G Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

<p>Understanding(s): The students will understand:</p> <ol style="list-style-type: none"> 1. How to read, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. 2. How to read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence. 3. How to write for different purposes and audiences. Students will understand how to write clear and focused text to convey a well-defined perspective and appropriate content. 4. How to present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What strategies and processes help a reader to read, understand, and respond to informational texts? ▪ What strategies and processes help a reader to read, understand, and respond to literature? ▪ What strategies and processes help a writer to write for different purposes and audiences? ▪ How do you convey a message when speaking to different audiences?
<p>Learning Objectives: Students will know and be able to:</p> <p>Informational Texts:</p> <ul style="list-style-type: none"> ▪ Determine author’s point of view or purpose in a text and explain how it is conveyed. ▪ 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. ▪ Determine how the author uses the meaning of words/phrases, including figurative, connotative, or technical meanings, in a text. ▪ Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reason and evidence from claims that are not (e.g., fact/opinion, bias). ▪ Demonstrate understanding of figurative language (simile, metaphor, personification, hyperbole), word relationships (cause/effect, part/whole, item/category, synonym/antonym), and connotations (associations) of words with similar denotations (definitions) (e.g.: <i>stingy, scrimping, economical, thrifty</i>) <p>Literature:</p> <ul style="list-style-type: none"> ▪ Determine author’s purpose in a text and explain how it is conveyed; explain how the author develops point of view of the narrator or speaker and describe its effectiveness ▪ Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of the text and contributes to the development of the theme, setting, or plot. ▪ Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in the text; analyze the impact of specific word choice on meaning and tone. ▪ Demonstrate understanding of figurative language (simile, metaphor, personification, hyperbole), word relationships (cause/effect, part/whole, item/category, synonym/antonym), and connotations (associations) of words with similar denotations (definitions) (e.g.: <i>stingy, scrimping, economical, thrifty</i>) 	

Writing (Arguments):

- Introduce claims for intended audience and support writer's purpose by organizing reasons/evidence
- Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text
- Use words, phrases, and clauses to clarify the relationships among claims and reasons
- Establish and maintain formal style
- Provide concluding section that reinforces claims and reasons presented

Writing (Evidence-Based Analysis of Text):

- Introduce texts for the intended audience, state the specific topic based on the text question provided, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Develop the analysis using relevant evidence from texts to support claims, opinions, and inferences and demonstrating an understanding of the texts.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary from the text to inform about or explain the topic.
- Establish and maintain a formal style (e.g. topic sentence, body, concluding sentence).
- Provide a concluding section that follows from the analysis presented.

Writing (Language):

- Ensure that pronouns are in the proper case (i.e. subjective, objective, and possessive).
- Use intensive pronouns (e.g. *myself, ourselves*).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedent).
- Ensure pronoun-antecedent agreement.
- Use punctuation (e.g. commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

Speaking and Listening:

- Engage in collaborative discussions
- Practice speaking to different audiences
- Engage in active listening during instruction and presentations
- Include various components of technology in presentations
- Demonstrate proper conventions while speaking

Dates: January - March

Third Quarter: Marking Period 3

Stage 1 – Desired Results**PA Core Standards:**

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.

- **1.2.6.I Examine how two authors present similar information in different types of text.**
- **1.2.6.G 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.**
- **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.**
- **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.**
- **1.2.6.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.**

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.

- **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.
- **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.
- **1.3.6.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.
- **1.3.6.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.

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.

- **1.4.6.A** Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
- **1.4.6.B** Identify and introduce the topic for the intended audience.
- **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.
- **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.
- **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.
- Develop and maintain a consistent voice
- Establish and maintain a formal style.
- **1.4.6.F** Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.
- **1.4.6.L** Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **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.
- **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.
- **1.4.6.V** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **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 others while avoiding plagiarism and providing basic bibliographic information for sources.
- **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.

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

- **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.
- **1.5.6.C** Interpret information presented in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
- **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.

- 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.
- 1.5.6.E Adapt speech to a variety of contexts and tasks.
- 1.5.6.F Include multimedia components and visual displays in presentations to clarify information.
- 1.5.6.G Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

Understanding(s):

Students will understand . . .

1. How to read and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
2. How to read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.
3. How to write for different purposes and audiences. Students will understand how to write clear and focused text to convey a well-defined perspective and appropriate content.
4. How to present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Question(s):

- What strategies and processes help a reader to read, understand, and respond to informational texts?
- What strategies and processes help a reader to read, understand, and respond to literature?
- What strategies and processes help a writer to write for different purposes and audiences?
- How do you convey a message when speaking to different audiences?

Learning Objectives:

Students will know and be able to do:

Informational Texts:

- 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).

Literature:

- 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.

Writing (Informative/Explanatory)

- Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer’s purpose
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples
- Use appropriate transitions to clarify the relationships among ideas and concepts
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding section that follows from the information or explanation presented.

Writing (Evidence-Based Analysis of Text):

- Introduce texts for the intended audience, state the specific topic based on the text question provided, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

- Develop the analysis using relevant evidence from texts to support claims, opinions, and inferences and demonstrating an understanding of the texts.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary from the text to inform about or explain the topic.
- Establish and maintain a formal style (e.g. topic sentence, body, concluding sentence).
- Provide a concluding section that follows from the analysis presented.

Writing (Language):

- Maintain consistency in style and tone.
- Vary sentence patterns for meaning, reader/listener interest and style.

Speaking and Listening:

- Identify claims and evidence in a speaker's argument
- Identify evidence not supported by facts in a speaker's argument
- Use appropriate eye contact, volume, and pronunciation while speaking to partners and in front of an audience
- Present claims logically with evidence to an audience

Dates: April - June

Fourth Quarter: Marking Period 4

Stage 1 – Desired Results

PA Core Standards:

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.

- **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.**
- **1.2.6.G 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.**
- **1.2.6.H Evaluate an author's argument by examining claims and determining if they are supported by evidence.**
- **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.**
- **1.2.6.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.**

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.

- **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.**
- **1.3.6.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.**
- **1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.**

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.

- **1.4.6.G Write arguments to support claims.**
- **1.4.6.H Introduce and state an opinion on a topic.**
- **1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.**

- 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.
- 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.
 - Develop and maintain a consistent voice.
 - Establish and maintain a formal style.
- 1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- 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.
- 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.
- 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.
- 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.
- 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.

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

- 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.
- 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.
- 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.
- 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.
- 1.5.6.E Adapt speech to a variety of contexts and tasks.
- 1.5.6.F Include multimedia components and visual displays in presentations to clarify information.
- 1.5.6.G Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

Understanding(s):

Students will understand:

1. How to read and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
2. How to read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

Essential Question(s):

- What strategies and processes help a reader to read, understand, and respond to informational texts?
- What strategies and processes help a reader to read, understand, and respond to literature?
- What strategies and processes help a writer to write for different purposes and audiences?
- How do you convey a message when speaking to different audiences?

3. How to write for different purposes and audiences. Students will understand how to write clear and focused text to convey a well-defined perspective and appropriate content.
4. How to present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Learning Objectives:

Students will know and be able to:

Informational Texts:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- 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.
- 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, such as context, word position or function, common Greek/Latin roots or affixes, or technical words/phrases.
- Determine author's point of view or purpose in a text and explain how it is conveyed.
- 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.
- Determine how the author uses the meaning of words/phrases, including figurative, connotative, or technical meanings, in a text.
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reason and evidence from claims that are not (e.g., fact/opinion, bias).
- Demonstrate understanding of figurative language (simile, metaphor, personification, hyperbole), word relationships (cause/effect, part/whole, item/category, synonym/antonym), and connotations (associations) of words with similar denotations (definitions) (e.g.: *stingy, scrimping, economical, thrifty*)
- 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).

Literature:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- 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.
- 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 resolution.
- Determine author's purpose in a text and explain how it is conveyed; explain how the author develops point of view of the narrator or speaker and describe its effectiveness
- Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of the text and contributes to the development of the theme, setting, or plot.
- Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in the text; analyze the impact of specific word choice on meaning and tone.
- Demonstrate understanding of figurative language (simile, metaphor, personification, hyperbole), word relationships (cause/effect, part/whole,

item/category, synonym/antonym), and connotations (associations) of words with similar denotations (definitions) (e.g.: *stingy*, *scrimping*, *economical*, *thrifty*)

- 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.

Writing (Arguments):

- Introduce claims for intended audience and support writer's purpose by organizing reasons/evidence
- Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text
- Use words, phrases, and clauses to clarify the relationships among claims and reasons
- Establish and maintain formal style
- Provide concluding section that reinforces claims and reasons presented

Writing (Evidence-Based Analysis of Text):

- Introduce texts for the intended audience, state the specific topic based on the text question provided, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Develop the analysis using relevant evidence from texts to support claims, opinions, and inferences and demonstrating an understanding of the texts.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary from the text to inform about or explain the topic.
- Establish and maintain a formal style (e.g. topic sentence, body, concluding sentence).
- Provide a concluding section that follows from the analysis presented.

Writing (Language):

- Correctly use frequently confused words (to, too, two, there, their, they're)
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
- Recognize and correct inappropriate shifts in verb tense
- Ensure subject-verb agreement
- Spell correctly
- Use punctuation to separate items in a series
- Choose words and phrases to convey ideas precisely
- Choose punctuation for effect
- Choose words and phrases for effect
- Ensure that pronouns are in the proper case (e.g. subjective, objective, and possessive)
- Use intensive pronouns (e.g. myself, ourselves)
- Recognize and correct inappropriate shifts in pronoun number and person
- Recognize and correct vague pronouns (e.g. ones with unclear or ambiguous antecedents)
- Ensure pronoun-antecedent agreement
- Use punctuation (e.g. commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements
- Maintain consistency in style and tone.
- Vary sentence patterns for meaning, reader/listener interest and style.

Speaking and Listening:

- Engage in collaborative discussions
- Practice speaking to different audiences
- Engage in active listening during instruction and presentations
- Include various components of technology in presentations

- Demonstrate proper conventions while speaking
- Identify claims and evidence in a speaker's argument
- Identify evidence not supported by facts in a speaker's argument
- Use appropriate eye contact, volume, and pronunciation while speaking to partners and in front of an audience
- Present claims logically with evidence to an audience