PLANNED COURSE OVERVIEW

Course Title: English Language Arts	**Length of Course:** Full Year
Grade Level(s): 6	**Periods Per Cycle:** N/A
Units of Credit: N/A	**Length of Period:** 115 Minutes
Classification: Required	**Total Instructional Time:** 345 Hours

Course Description

This course provides students with a foundation of skills in reading, writing, speaking, and listening.

Instructional Strategies, Learning Practices, Activities, and Experiences

Anchor Charts	Internet Research	Readers' Theater
Anticipatory Sets	Journals	Reports and Speeches
Bell Ringers	Kid Writing	Research
Class Discussions	Paper and Pencil Activities	Small Group Interventions
Closure	Posted Objectives	Teacher Demonstrations
Critical Thinking	Practice Exercises	Teacher-Made Tests
Graphic Organizers	Presentations	Technology Integration
Guided Reading	PSSA Released Passages	Videos/DVDs
Higher Level Questioning	Question-Answer Relationships	Wait-Time
Homework	Quizzes	Wait-Time Extended
Interaction Sequence		

Assessments

Daze – Cloze Comprehension Passage	Reports	Unit Tests – Journeys 2011
Homework	Selection Tests	DRA (Developmental Reading Assessment)
Oral Projects	Study Island Benchmarks	DIBELS (Dynamic Indicators of Basic Early
Presentations	Teacher Observations	Literacy Skills)
Projects	Teacher-Made Tests and Quizzes	

Materials/Resources

4 Square Writing
Destination Reading
Earobics – Reading Intervention Program
Guest Speakers
Imagination Station
Internet

Journeys 2011 [Houghton-Mifflin]
Leveled Readers
Mentor Texts
Resource Books
SAS (Standards Aligned System)

Study Island
Supplemental Readings
Trade Books, Picture Books, Big Books
Trait Crates
Videos / DVDs

Adopted: 1/27/88
Revised: 9/3/91; 7/15/98; 10/04; 1/17/11; 5/20/13

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.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Key Ideas and Details – Main Idea	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.
Key Ideas and Details – Text Analysis	CC.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.
	CC.1.2.6.C - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
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.
Craft and Structure – Text Structure	CC.1.2.6.E - Analyze the author's structure through the use of paragraphs, chapters, or sections.
Craft and Structure – 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.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.
Integration of Knowledge and Ideas – Evaluating Arguments	CC.1.2.6.H - Evaluate an author's argument by examining claims and determining if they are supported by evidence.
Integration of Knowledge and Ideas – Analysis Across Texts	CC.1.2.6.I - 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.

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.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Range of Reading	CC.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.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
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.
Key Ideas and Details – 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.
Key Ideas and Details – 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.
Craft and Structure – Text Structure	CC.1.3.6.E - Analyze the development of the meaning through the overall structure of the text.
Craft and Structure – 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.
Integration of Knowledge and Ideas – 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.

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.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Vocabulary Acquisition and Use	CC.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.
Range of Reading	CC.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.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Informative/Explanatory	CC.1.4.6.A - Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
Informative/Explanatory Focus	CC.1.4.6.B - Identify and introduce the topic for the intended audience.
Informative/Explanatory Content	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.
Informative/Explanatory Organization	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.
Informative/Explanatory Style	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.
Informative/Explanatory Conventions of Language	CC.1.4.6.F - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Opinion/Argumentative	CC.1.4.6.G - Write arguments to support claims.
Opinion/Argumentative Focus	CC.1.4.6.H - Introduce and state an opinion on a topic.
Opinion/Argumentative Content	CC.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 Writing

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

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Opinion/Argumentative Organization	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.
Opinion/Argumentative Style	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.
Opinion/Argumentative Conventions of Language	CC.1.4.6.L - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
Narrative	CC.1.4.6.M - Write narratives to develop real or imagined experiences or events.
Narrative Focus	CC.1.4.6.N - Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
Narrative Content	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.
Narrative Organization	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.
Narrative Style	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.

PLANNED COURSE: English Language Arts   *LEVEL: Grade 6*

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.

Content/Key Concepts	Objectives/Standards
Narrative Conventions of Language	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	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 and Distribution of Writing / Writing Process	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 and Publication	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	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	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 others while avoiding plagiarism and providing basic bibliographic information for sources.
Range of Writing	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.

1.5 Speaking and Listening

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

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
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.
Comprehension and Collaboration / 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.
Comprehension and Collaboration / 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.
Presentation of Knowledge and Ideas / Context	CC.1.5.6.E - Adapt speech to a variety of contexts and tasks.
Integration of Knowledge and Ideas / 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.