

PLANNED COURSE – Grade 6 – English Advanced

Unit: **Grammar**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
 1.2.8 Learning to Read in the Content Areas
 1.5.8 Quality of Writing
 1.6.8 Speaking and Listening
 1.7.8 Characteristics and Functions of the English Language

PSSA Anchor: **See Checklist**

Appendix: **A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 8**
 B. PSSA Reading Assessment Anchors Checklists
 C. PSSA Writing Rubrics
 D. PSSA Reading Rubric
 E. PSSA Assessment Anchor Glossary

Course Content	Student Performance	Resources	Assessments
A Parts of Speech <ul style="list-style-type: none"> Nouns Chapter 14 Pronouns Chapter 14 and 23 Verbs Chapter 15 and 22 Adjectives Chapter 16 and 25 Adverbs Chapter 16 and 25 Prepositions Chapter 17 Conjunctions Chapter 18 Interjections Chapter 18 B Capitalization Chapter 27 C Quotation Marks Chapter 26.4	<ul style="list-style-type: none"> Locate appropriate texts Identify and use common organizational structures and graphic features to comprehend information Understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing. Demonstrate fluency and comprehension in reading Self-correct mistakes Read and understand essential content of informational texts and documents in all academic areas Edit writing using the conventions of language: spell common, frequently used words correctly; use capital letters correctly; punctuate correctly; use all parts of speech properly, and use complete sentences 	<ul style="list-style-type: none"> <i>Prentice Hall Writing and Grammar</i> <i>Prentice Hall Writing and Grammar Exercise Workbook.</i> Prentice Hall Online Essay Scorer. <i>WriteSource</i> Prentice Hall provided audio, CD's, tapes, videos, unit resources. Supplemental materials provided by teacher as needed. 	<ul style="list-style-type: none"> Text exercises Teacher made tests and quizzes Prentice Hall tests and quizzes Prentice Hall on-line essay scorer Worksheets Student/ teacher generated essays Response to PSSA prompts Alternative/technology projects

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Course Content	Student Performance	Resources	Assessments
D Dialogue Chapter 26.4 E Glossary Terms <ul style="list-style-type: none">• Accuracy• Appositive• Conventions of language• Compound Word• Dialogue• Possessive• Syntax	<ul style="list-style-type: none">• Listen to others• Speak using skills appropriate to formal speech situations pronouncing words correctly• Contribute to discussions.• Analyze the role and place of standard American English in speech, writing and literature		

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Unit: **Writing**

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Course Content	Student Performance	Resources	Assessments
A Introduction to Writing Chapters 1, 2, and 3 B Narrative Writing Chapter 4 C Descriptive Writing Chapter 6 D Persuasive Writing Chapter 7 E Comparison and Contrast Writing Chapter 8 F Cause and Effect Writing Chapter 9 G How To Writing Chapter 10 H Response to Literature Writing Chapter 12 I Writing for Assessment Chapter 13	<ul style="list-style-type: none"> Write a minimum of two three- paragraph essays which will be scored online from Prentice Hall Online Essay Scorer Write a minimum of four teacher scored essays and one research project. The teacher chooses from the following categories: <ul style="list-style-type: none"> Narrative Writing Descriptive Writing Persuasive Writing Comparison and Contrast Writing Cause and Effect Writing How To Writing Response to Literature Writing Writing for Assessment Use an MLA Heading 	<ul style="list-style-type: none"> <i>Prentice Hall Writing and Grammar</i> <i>Prentice Hall Writing and Grammar Exercise Workbook.</i> Prentice Hall Online Essay Scorer. <i>WriteSource</i> Prentice Hall provided audio, CD's, tapes, videos, unit resources. <i>Four Square Writing Method</i> <i>Four Square Personal Writing Coach</i> Supplemental materials provided by teacher as needed. 	<ul style="list-style-type: none"> Text exercises Teacher made tests and quizzes Prentice Hall tests and quizzes Prentice Hall Online Essay Scorer Worksheets Student / teacher generated essays Response to PSSA and/or teacher generated prompts Alternative/technology project(s) Oral individual/group project(s) / presentation(s)

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Course Content	Student Performance	Resources	Assessments
J Glossary Terms: <ul style="list-style-type: none"> • Accuracy • Assertion • Author's Purpose • Author's Thesis • Cause and Effect • Compare • Conclusion • Content • Contrast • Conventions of Language • Descriptive Text • Editorials • Evaluate • Explanatory sentence • Expository Text • Fluency • Focus • Generalization • Graphic Organizer 	<ul style="list-style-type: none"> • Write an effective introduction of at least four to five sentences using the funnel method of writing • Write an effective conclusion of at least three to four sentences using the inverted funnel method of writing. • Independently write a three-paragraph essay • Write a guided five-paragraph essay • Write a body paragraph with a minimum of six to nine sentences • Attain proficiency / advanced in PSSA writing prompts. • Identify and use common organizational structures and graphic features to comprehend information 		

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Inference • Main Idea • Multiple-meaning Words • Organization • Problem/Solution • Persuasive Tactics • Sentence Fluency • Style • Syntax • Thesis • Tone • Voice 	<ul style="list-style-type: none"> • Understand specialized vocabulary in the content areas during reading and use these words accurately in speaking and writing • Read and understand essential content of informational texts in all academic areas • Produce work in at least one literary genre that follows the conventions of the genre • Write multi-paragraph informational pieces • Write multi-paragraph persuasive pieces with a clearly stated position or opinion: include convincing, elaborated and properly cited evidence; develop reader interest; anticipate and counter reader concerns and arguments 		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> • Write with a sharp, distinct focus; identify topic, task and audience; establish a single point of view • Write using well-developed content appropriate for topic: gather, determine validity and reliability of and organize information; employ the most effective format for purpose and audience; write paragraphs that have details and information specific to the topic and relevant to the focus • Write with controlled organization; sustain a logical order within sentences and between paragraphs using meaningful transitions 		

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Course Content	Student Performance	Resources	Assessments
	<p>establish topic and purpose in the introduction; reiterate the topic and purpose in the conclusion</p> <ul style="list-style-type: none"> • Write with an understanding of the stylistic aspects of composition; use different types and lengths of sentences • Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, and word choice • Edit writing using the conventions of language • Spell common, frequently used words correctly; use capital letters correctly; punctuate correctly; use the eight parts of speech properly; 		

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Course Content	Student Performance	Resources	Assessments
	use complete sentences <ul style="list-style-type: none"> • Present and/or defend written work when appropriate • Listen to others • Ask probing questions. • Take notes when needed. • Speak using skills appropriate to formal speech situations • Use complete sentences • Pronounce words correctly • Adjust volume to purpose and audience • Adjust pace to convey meaning • Add stress and inflection to enhance meaning • Contribute to discussions • Listen to and acknowledge the contributions of others 		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> Clarify, illustrate or expand on a response when asked Present support for opinions Paraphrase and summarize, when prompted Participate in small and large group discussions and presentations Use media for learning purposes Analyze the role and place of standard American English in speech, writing and literature 		

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Unit: Research

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Course Content	Student Performance	Resources	Assessments
A Research Report Chapter 11	<ul style="list-style-type: none"> Answer teacher generated research questions in outline form 	<ul style="list-style-type: none"> <i>Prentice Hall Writing and Grammar</i> 	<ul style="list-style-type: none"> Text exercises
B Citing Sources and Preparing Manuscript pgs. 724-728	<ul style="list-style-type: none"> Go to the library and locate a minimum of four sources, two online 	<ul style="list-style-type: none"> <i>Prentice Hall Writing and Grammar Exercise Workbook</i> 	<ul style="list-style-type: none"> Teacher made tests and quizzes
C Internet Research Handbook pgs. 729-733	<ul style="list-style-type: none"> Include a minimum of four main ideas in their report/ project 	<ul style="list-style-type: none"> <i>WriteSource</i> 	<ul style="list-style-type: none"> Prentice Hall tests and quizzes
D Teacher generated research questions	<ul style="list-style-type: none"> Summarize and paraphrase main ideas and supporting details 	<ul style="list-style-type: none"> Prentice Hall provided audio, CD's, tapes, videos, unit resources 	<ul style="list-style-type: none"> Prentice Hall Online Essay Scorer
E Teacher guided research project	<ul style="list-style-type: none"> Write a multi-paragraph report and/or complete project 	<ul style="list-style-type: none"> Supplemental materials provided by teacher as needed 	<ul style="list-style-type: none"> Worksheets
F MLA heading and Works Cited page	<ul style="list-style-type: none"> Add MLA heading and Works Cited Write an effective introduction of at least four to six sentences using the funnel method. 	<ul style="list-style-type: none"> Library technologies / computer online sources and other sources Citationmachine.net Noodlebib.com 	<ul style="list-style-type: none"> Student / teacher generated essays Response to PSSA and/or teacher generated prompts Peer response groups Teacher assessments Rubrics Self-evaluation / self-editing / reflection Peer / outside audience editing Conferencing Preliminary Works Cited

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Course Content	Student Performance	Resources	Assessments
G Glossary Terms <ul style="list-style-type: none"> • Accuracy • Analysis • Assertion • Author's Purpose • Author's Thesis • Conclusion • Content • Conventions of Language • Evaluate • Expository Text • Fluency • Focus • Generalization • Graphic Organizer • Headings, Graphics and Charts • Informational Texts • Main Idea 	<ul style="list-style-type: none"> • Write an effective conclusion of at least three to four sentences using the inverted funnel • Write a body paragraph with a minimum of six to nine sentences • Attain proficiency/advanced in PSSA writing prompts. • Identify and use common organizational structures and features to comprehend information • Understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing. • Read and understand essential content of informational texts and documents in all academic areas 		<ul style="list-style-type: none"> • Review of rough drafts • Review of revised drafts • Final research project • Oral individual / group project(s) presentation(s) • Alternative/technology projects

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Multiple-meaning Words Organization Paraphrase Plagiarism Primary Source Print Media Research Sentence Fluency Style Summarize Thesis Tone Validity Voice 	<ul style="list-style-type: none"> Differentiate fact from opinion utilizing resources that go beyond traditional texts to electronic media Distinguish between essential and nonessential information across texts and going beyond text to a variety of media Use and understand a variety of media and evaluate the quality of material produced Write multi-paragraph informational project(s) / report(s) Write with a sharp, distinct focus; identify topic, task and audience; establish a single point of view 		

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	<ul style="list-style-type: none"> Write using well-developed content appropriate for the topic; gather and organize information; write paragraphs that have details and information specific to the topic and relevant to the focus Write with controlled organization; sustain a logical order within sentences and between paragraphs using meaningful transitions; establish topic and purpose in the introduction; reiterate the topic and purpose in the conclusion Write with an understanding of the stylistic aspects of composition; use different types and lengths of sentences 		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, and word choice Edit writing using the conventions of language Spell common, frequently used words correctly; use capital letters correctly; punctuate correctly; use the eight parts of speech properly; use complete sentences Present and/or defend written work when appropriate Listen to others; ask probing questions 		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> • Speak using skills appropriate to formal speech situations pronouncing words correctly; use complete sentences; pronounce words correctly; adjust volume to purpose and audience; adjust pace to convey meaning; add stress and inflection to enhance meaning • Contribute meaningfully to discussions • Take notes when needed • Listen to and acknowledge the contributions of others • Clarify, illustrate or expand on a response when asked • Participate in small and large group discussions and presentations 		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> Analyze the role and place of standard American English in speech, writing and literature Refine a topic for research. Locate information using appropriate sources and strategies Determine valid resources for researching the topic, including primary sources Select essential sources Use tables of contents, indices, key words, cross-references and appendices Use traditional and electronic search tools Organize, summarize and present the main ideas from research Identify the steps necessary to carry out a research project 		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> • Take relevant notes from sources • Develop a guided thesis statement • Give formal credit for others' ideas, images or information using a Works Cited page 		

PLANNED COURSE – Grade 6 – English Advanced

Unit: **Vocabulary**

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Course Content	Student Performance	Resources	Assessments
<p>A Vocabulary Workshop Shostak Level A</p> <p>B Dictionary Skills Chapter 29.2</p> <p>C Glossary terms:</p> <ul style="list-style-type: none"> • Affix • Antonym • Context clues • Inflectional endings • Multiple meaning words • Phonics • Prefix • Root word • Semantics • Suffix • Synonym • Target words 	<ul style="list-style-type: none"> • View vocabulary units as cumulative • Expand a reading vocabulary by identifying and correctly using new words acquired through the study of their relationship to other words • Understand the meaning of and apply key vocabulary across the various subject areas • Spell all vocabulary words correctly • Spell common, frequently used words correctly • Describe the origins and meanings of common, learned and foreign words used frequently in English language • Analyze the role and place of standard American English in speech, writing and literature 	<ul style="list-style-type: none"> • <i>Shostak Workbook</i> Level A • <i>WriteSource</i> • Supplemental materials provided by teacher as needed. 	<ul style="list-style-type: none"> • Teacher made tests and quizzes • Essays • Projects • Teacher / student generated activities • Shostak tests and quizzes • Worksheets

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> Identify new words that have been added to the English language over time Use the dictionary/ thesaurus effectively 		

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Course Content	Student Performance	Resources	Assessments
<p>A Various sample essays to edit and revise</p> <p>B Multiple choice questions in editing and revising</p> <p>C Writing to the domains</p> <p>D Writing to the rubrics</p> <p>E Glossary Terms:</p> <ul style="list-style-type: none"> • Content • Conventions of Language • Focus • Organization • Sentence Fluency • Style • Tone • Voice 	<ul style="list-style-type: none"> • Attain proficiency /advanced in PSSA writing prompts. • Write multi-paragraph informational pieces • Write multi-paragraph persuasive pieces • Write with a sharp, distinct focus; identify topic, task and audience; establish a single point of view • Write using well-developed content appropriate for topic; write paragraphs that have details and information specific to the topic and relevant to the focus • Write with controlled organization; sustain a logical order within sentences and between paragraphs using meaningful transitions; establish topic and purpose in the introduction; reiterate the topic and purpose in the conclusion 	<ul style="list-style-type: none"> • <i>PSSA Prep Grade 6 Editing and Revising</i> • <i>Better Test Scores for PSSA Writing.</i> • <i>WriteSource</i> • <i>Four Square Writing Method</i> • <i>Four Square Writing Method Personal Coach</i> • Supplemental materials provided by teacher as needed 	<ul style="list-style-type: none"> • Text exercises • Teacher made tests and quizzes • Prentice Hall tests and quizzes • Worksheets • Student /teacher generated essays • Prentice Hall Online Essay Scorer. • Response to PSSA and/or teacher generated prompts

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	<ul style="list-style-type: none"> • Write with an understanding of the stylistic aspects of composition; use different types and lengths of sentences • Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, and word choice • Edit writing using the conventions of language • Spell common, frequently used words correctly; use capital letters correctly; punctuate correctly; use the eight parts of speech properly; use complete sentences • Listen to others • Contribute to discussions • Analyze the role and place of standard American English in speech, writing and literature 		

PLANNED COURSE – Grade 6 English Advanced

Text and Resource List

- *Prentice Hall Writing and Grammar* (Copper Level 2004)
- *Prentice Hall Writing and Grammar Exercise Workbook*
- Prentice Hall Online Essay Scorer
- *PSSA Prep Grade 6 Editing and Revising* (Queue)
- *Better Test Scores for PSSA Writing*
- *Shostak Vocabulary* Level A
- *WriteSource*
- *Four Square Writing Method Four Square Personal Coach*
- Prentice Hall provided audio, CD's, tapes, videos, unit resources
- Supplemental materials provided by teacher as needed.