

**EAST STROUDSBURG AREA SCHOOL DISTRICT**



**ENGLISH LANGUAGE ARTS PLANNED COURSE**

**GRADE 6**

2014-15 through 2020-21

East Stroudsburg Area School District  
**English Language Arts - Grade 6**

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## East Stroudsburg Area School District English Language Arts - Grade 6



**Description:** The East Stroudsburg Area School District’s Sixth Grade English Language Arts (ELA) Planned Course reflects the Pennsylvania Academic Standards for English Language Arts (March, 2014), and the Pennsylvania Department of Education Assessment Anchors and Eligible Content (April, 2014). It provides a framework of content designed to maximize successful mastery of English Language Arts, addressing six major instructional shifts in ELA, use and application of the Habits of Mind, and thinking strategies for close and critical reading.

Habits of Mind	
1. Persisting 2. Managing Impulsivity 3. Listening to Others with Empathy and Understanding 4. Thinking Flexibly 5. Metacognition 6. Striving for Accuracy and Precision 7. Questioning and Posing Problems	8. Applying Past Knowledge to New Situations 9. Thinking and Communicating with Clarity and Precision 10. Gathering Data through All Senses 11. Creating, Imagining, and Innovating 12. Responding with Wonderment and Awe 13. Taking Responsible Risks 14. Finding Humor

The English Language Arts Curriculum is designed to address the needs of a diverse population of learners. The content builds upon student learning styles and provides for differentiated instruction. Each grade level includes opportunities for enrichment and remediation of concepts, as well as activities for English Language Learners.

### English Language Arts Overview

**Description:** The English Language Arts (ELA) curriculum integrates reading and writing and is provided to enhance mastery of the skills and concepts found in the following domains: reading literature, reading informational text, writing, and speaking and listening. The ELA curriculum is designed to address the needs of a diverse population of learners. The content builds upon student learning styles and provides for differentiated instruction by including opportunities for enrichment and remediation of concepts, as well as activities for English Language Learners.



## East Stroudsburg Area School District English Language Arts - Grade 6



### Scope & Sequence

- **Unit 1: Reading Literature (Fiction)**
  - Key Ideas and Details in Literature
  - Craft and Structure
  - Integration of Knowledge and Ideas/Connections within, between, and/or among texts
  - Vocabulary Acquisition and Use
  - Text-Dependent Analysis
  
- **Unit 2: Narrative Writing**
  - Task Type, Purpose & Audience
  - Development
  - Organization
  - Style
  - Grammar and Conventions
  
- **Unit 3: Reading Informational Text (Nonfiction)**
  - Key Ideas and Details in Informational Text
  - Craft and Structure
  - Integration of Knowledge and Ideas/Connections within, between, and/or among texts
  - Vocabulary Acquisition and Use
  - Text-Dependent Analysis
  
- **Unit 4: Informational Writing**
  - Task Type, Purpose & Audience
  - Development
  - Organization
  - Style
  - Grammar and Conventions



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- **Unit 5: Argumentative Writing**
  - Task Type, Purpose & Audience
  - Development
  - Organization
  - Style
  - Grammar and Conventions
  
- **Unit 6: Grammar and Conventions (Note: Skills/Concepts in this unit are embedded into ALL units)**
  - Grammar and Usage
  - Capitalization, Punctuation, and Spelling
  - Language and its Conventions
  
- **Unit 7: Poetry (Note: Skills/Concepts in this unit are embedded into Units 1 through 5)**
  - Key Ideas and Details in Literature
  - Craft and Structure
  - Integration of Knowledge and Ideas/Connections within, between, and/or among texts
  - Vocabulary Acquisition and Use
  - Figurative Language
  
- **Unit 8: Research**
  - Conducting Research/Gathering Information
  - Drawing Evidence/Citing Sources
  - Use of Technology
  - Writing Informative/Explanatory Texts

**Appendices:**

A: ELA Curriculum Sequence

B: Study Skills Addendum



## East Stroudsburg Area School District English Language Arts - Grade 6



C: Pennsylvania Academic Standards and Eligible Content Checklist

D: ELA Long Term Transfer Goals

E: ISTE Standards for Teachers

F: ISTE Standards for Students

G: Career Education and Work Standards

H: Shifts in ELA Instruction

**Unit:** READING LITERATURE (FICTION)

**Course Time Prior to PSSA:** 3-6 weeks. Skills will be spiraled throughout the year.

**Overview:**

Students will interpret text by reading thoroughly and with purpose to determine main ideas and the facts and details used to support them.

Students will identify the literary devices and techniques used by the author in the selection and determine their appropriateness.

Students will identify how elements of a story or drama interact and how the form or structure contributes to the meaning of a story or drama.

**Unit Essential Questions:**

1. How will the reader determine the main idea of the passage?
2. How does comparing and contrasting themes from various pieces of literature increase understanding?
3. What are the different forms of genres in terms of their approaches to similar themes and topics?
4. How does the plot of literature unfold as it moves toward a resolution?
5. How do the elements of characterization form the character?
6. How do these elements create a catalyst for a change in the character?
7. How does conflict influence plot and resolution in literature?
8. How does reading and interpreting a variety of literature help in understanding the setting?
9. How does point of view affect the story?
10. How does thinking about the author's purpose and message deepen understanding?
11. How do effective readers respond verbally to guide inquiry questions?
12. How do text features and characteristics of informational and literary text influence reader interpretation?
13. How will one present claims and sequence ideas to interpret main ideas or themes using multimedia sources?
14. How will one adapt speech to a variety of contexts?
15. What are some ways one can demonstrate the command of the conventions when writing or speaking?

**PSSA Content Module/Assessment Anchor:**

E06.A-K.1.1 Demonstrate understanding of key ideas and details in literature.

E06.A-C.2.1 Demonstrate understanding of craft and structure in literature.

E06.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.

E06.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

E06.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**PSSA Eligible Content:**

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

**Unit: READING LITERATURE (FICTION)**

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.

E06.A-C.2.1.1 Determine an author's purpose in a text and explain how it is conveyed in the 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 of a specific word choice on meaning and tone.

E06.A-C.3.1.1 Compare and contrast texts in different genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.

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.

a. 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.

b. 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.

a. Interpret figurative language (simile, metaphor, personification, hyperbole) in context.

b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

E06.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

E06.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).

E06.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts.

E06.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

E06.1.1.5 Establish and maintain a formal style.

E06.1.1.6 Provide a concluding section that follows from the analysis presented.

**Pennsylvania Academic Standards:**

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.

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.



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- 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.
- 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.
- CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.
- 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 text.
- 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.
- 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.
- 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.
- 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.
- CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently
- CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
- CC.1.4.6.B Identify and introduce the topic for the intended audience.
- 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.
- 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.
- CC.1.4.6.E/CC.1.4.6.K Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to inform or explain about the topic
  - Use sentences of varying lengths and complexities
  - Develop and maintain a consistent voice
  - Establish and maintain a formal style
- CC.1.4.6.F/CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.6.H Introduce and state an opinion on a topic.
- CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.
- 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.
- 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.

**Unit:** READING LITERATURE (FICTION)

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

**ISTE Standards:** 1a, 2a, 2b, 3a, 3b, 3c, 4b

\*See Appendix for complete documents.

**Career Education and Work Standards:**

13.3 Career Retention and Advancement:

- A. Work Habits
- B. Cooperation and Teamwork
- C. Group Interaction
- E. Time Management
- F. Lifelong Learning

\*See Appendix for complete documents.

**Connecting to Common Core and Other Standards:**

- PA Standards found at [www.pdesas.org/standards/standardsdownloads](http://www.pdesas.org/standards/standardsdownloads)
- National Common Core found at [www.corestandards.org](http://www.corestandards.org)
- Common Core Crosswalk found at <http://www.pdesas.org/standard/pacore>
- ISTE found at [www.iste.org/standards/nets-for-students.aspx](http://www.iste.org/standards/nets-for-students.aspx)
- Career Education and Work found at [www.pacareerstandards.com/](http://www.pacareerstandards.com/)

- ELL Differentiation:** Math & LA specifics found at [www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx](http://www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx)  
Generic found at <http://www.easad.net/esl>  
Todos resources found at [www.todos-math.org](http://www.todos-math.org)

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**Enrichment:** Achieve 3000 found at <https://portal.achieve3000.com/>  
 Study Island found at <http://studyisland.com/web/index/>

**Remediation:** Achieve 3000 found at <https://portal.achieve3000.com/>  
 Study Island found at <http://studyisland.com/web/index/>

**IEP/GIEP:** Refer to individual student’s education plan under specially designed instruction.

Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers
CC.1.3.6.A, CC.1.3.6.B, CC.1.3.6.C, CC.1.3.6.D, CC.1.3.6.E, CC.1.3.6.F, CC.1.3.6.G, CC.1.3.6.H, CC.1.3.6.I, CC.1.3.6.J, CC.1.3.6.K, CC.1.4.6.A, CC.1.4.6.B, CC.1.4.6.C, CC.1.4.6.D, CC.1.4.6.E, CC.1.4.6.F, CC.1.4.6.H, CC.1.4.6.I, CC.1.4.6.K, CC.4.1.6.L, CC.1.4.7.S, CC.1.4.7.T	<ul style="list-style-type: none"> <li>● Predicting</li> <li>● Previewing</li> <li>● Using background knowledge (schema)</li> <li>● Visualizing</li> <li>● Determining Importance</li> <li>● Questioning</li> <li>● Inferring</li> <li>● Analyzing</li> <li>● Synthesizing</li> <li>● Clarifying</li> <li>● Monitoring for meaning</li> <li>● Summarizing &amp; Paraphrasing</li> <li>● Evaluating</li> <li>● Make Inferences</li> <li>● Read Closely &amp; Critically</li> </ul>	<ul style="list-style-type: none"> <li>● Webs</li> <li>● T-Chart</li> <li>● Venn Diagram</li> <li>● Plot Diagram</li> <li>● ANSWER KEY to Open Response</li> <li>● Five W’s template</li> <li>● Evidence/interpretation T-Chart</li> </ul>

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**Unit:** READING LITERATURE (FICTION)

**Content Statement:** Students read and respond to works of **literature** with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
E06.A-K.1.1  CC.1.3.6.B  (Key Ideas & Details)	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. <ul style="list-style-type: none"> <li>● inferences</li> <li>● explicit details in a text</li> <li>● Generalizations</li> <li>● Textual evidence/support</li> <li>● Characteristics of an analysis</li> <li>● Cite specific examples &amp; details to support inferences</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● Identify what the text says explicitly</li> <li>● Distinguish between what the text explicitly states versus what the text implies (or hints at)</li> <li>● Locate and cite textual evidence to support analysis of what text says.</li> <li>● Make implied inferences about author’s decisions and literary elements in a text</li> <li>● Use background knowledge and hints from the text to make inferences</li> <li>● Identify/cite appropriate text support for inferences about author’s decisions and literary elements in a text</li> </ul>	<u><b>Key Ideas &amp; Details Vocabulary:</b></u> <ul style="list-style-type: none"> <li>● Analysis/analyze</li> <li>● Author’s Purpose</li> <li>● Characterization</li> <li>● Character</li> <li>● Character traits</li> <li>● Clarify</li> <li>● Climax</li> <li>● Conclude</li> <li>● Conflict</li> <li>● Details</li> <li>● Dialogue</li> <li>● Drama</li> <li>● Drawing conclusions</li> <li>● Evaluate</li> <li>● Evidence</li> <li>● Explicit</li> <li>● Exposition</li> <li>● Falling action</li> <li>● Flashback</li> <li>● Foreshadow</li> </ul>	<u><b>Instructional Strategies/Activities:</b></u> <ul style="list-style-type: none"> <li>● Venn Diagram</li> <li>● Plot outline</li> <li>● Character sketches</li> <li>● Types of conflict</li> <li>● Summaries</li> <li>● Reading Apprenticeship</li> <li>● Digital book report</li> <li>● SQ3R</li> <li>● Shared Inquiry</li> <li>● Text Dependent Analysis</li> <li>● ANSWER Key strategy</li> <li>● Small and large group discussions</li> <li>● Presentations/ Speeches</li> <li>● Talk to the Text</li> </ul>	<ul style="list-style-type: none"> <li>● PSSA</li> <li>● NWEA tests</li> <li>● Study Island</li> <li>● Test generator by Exam View</li> <li>● Teacher made evaluations</li> <li>● Literature Links (novels)</li> <li>● Rubrics</li> <li>● Try-out tests in <i>How to Get Better Test Scores</i></li> <li>● Test practice in PSSA Coach</li> <li>● Rubrics</li> <li>● presentation rubrics</li> </ul>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E06.A-K.1.1</p> <p>(Key Ideas &amp; Details)</p> <p>CC.1.3.6.A</p>	<p>E06.A-K.1.1.1 - CONTINUED</p> <p>E06.A-K.1.1.2 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.</p> <ul style="list-style-type: none"> <li>● Theme</li> <li>● Difference between Central/main ideas and supporting details in a story</li> <li>● Author's of literary texts include details that help the reader determine the theme or central idea</li> <li>● Characteristics of an effective summary</li> </ul>	<ul style="list-style-type: none"> <li>● Make critical or analytical judgments to make generalizations</li> <li>● Draw conclusions about characters and events in a text</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Use significant details of characterization and/or plot development, repeated words, ideas, and /or symbols as clues to theme</li> <li>● Connect conclusions about character(s), plot, and/or symbols to determine theme</li> <li>● Determine the theme or central idea of a literary work</li> </ul>	<p><b><u>Key Ideas &amp; Details Vocabulary (continued):</u></b></p> <ul style="list-style-type: none"> <li>● Generalization</li> <li>● Genre</li> <li>● Inference</li> <li>● Irony</li> <li>● Main idea/Central Idea</li> <li>● Narrator</li> <li>● Objective</li> <li>● Outline</li> <li>● Plot/plot outline</li> <li>● Predict</li> <li>● Preview</li> <li>● Resolution</li> <li>● Rising action</li> <li>● Setting</li> <li>● SQ3R</li> <li>● Subjective</li> <li>● Summarize</li> <li>● Textual evidence</li> <li>● Theme</li> <li>● Visualize</li> </ul>	<p><b><u>Materials/Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <i>Prentice Hall Literature</i></li> <li>● Board approved novels</li> <li>● <i>Linking CCSS to Your Curriculum</i></li> <li>● <i>PSSA Coach</i></li> <li>● <i>Be a Better Reader</i></li> <li>● <i>Read for Real</i></li> <li>● <i>PSSA Prep – Grade 6 Reading Comprehension 2<sup>nd</sup> Edition</i></li> <li>● <i>How to Get Better Test Scores</i></li> <li>● Teacher generated materials</li> <li>● <i>Great Books Roundtable – Level 1</i></li> </ul>	<p>(See page 6)</p>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E06.A-K.1.1</p> <p>(Key Ideas &amp; Details)</p>	<p>E06.A-K.1.1.2 - CONTINUED</p>	<ul style="list-style-type: none"> <li>● Explain how particular details reveal a theme or convey the central idea</li> <li>● Distinguish between subjective and objective summaries</li> <li>● Summarize a literary work, using events from the beginning, middle and end of a text, without including personal opinions or judgments</li> </ul>		<p>(See pages 6-7)</p>	<p>(See page 6)</p>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E06.A-K.1.1 CC.1.3.6.C  (Key Ideas & Details)	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. <ul style="list-style-type: none"> <li>● Story Elements               <ul style="list-style-type: none"> <li>○ Plot (exposition, conflict, climax/turning point, resolution, conclusion)</li> <li>○ Character types &amp; roles (e.g., protagonist/antagonist, hero/villain)</li> <li>○ Setting</li> </ul> </li> <li>● Drama Elements               <ul style="list-style-type: none"> <li>○ Acts</li> <li>○ Scenes</li> <li>○ Dialogue</li> </ul> </li> <li>● Author's make choices about how the plot of a story or drama will unfold</li> <li>● Characters respond and/or change throughout literary text</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● Identify and describe the story elements in a literary work</li> <li>● Identify and describe elements of drama in a literary work</li> <li>● Identify, describe and explain how the plot unfolds (Analyze how a plot develops)</li> <li>● Identify parts of a plot line</li> <li>● Determine the resolution of a story or drama</li> <li>● Identify conflict in a literary work</li> <li>● Identify character types and roles</li> <li>● Describe character's actions, traits, words, and motivations</li> <li>● Describe how a character responds or changes as the plot moves towards a resolution (Analyze how a character develops)</li> </ul>		(See pages 6-7)	(See page 6)

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Unit: READING LITERATURE (FICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E06.A-C.2.1</p> <p>CC.1.3.6.D</p> <p>(Craft and Structure)</p>	<p>Demonstrate understanding of craft and structure in literature.</p> <p>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.</p> <ul style="list-style-type: none"> <li>● Author’s purpose (e.g., to inform, persuade, entertain, explain) for writing a text</li> <li>● Point of view (e.g., first person, third person, limited, omniscient)</li> <li>● Author’s view point</li> <li>● Author’s use the narrator and speaker (point of view) to control plot development, character, and central message/theme</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Describe the author’s overall purpose for writing a text</li> <li>● Explain the differences between various points of view</li> <li>● Describe the point of view of the narrator or speaker in a text</li> <li>● Describe how point of view affects a literary text</li> <li>● Explain how chosen point of view helps the narrator or speaker develop the story to achieve the author’s purpose</li> <li>● Explain how an author develops the point of view of the narrator or speaker in a text</li> </ul>	<p><b><u>Craft &amp; Structure Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Analyze</li> <li>● Author’s purpose</li> <li>● Cause and effect</li> <li>● Compare and contrast</li> <li>● Connect</li> <li>● Connotation</li> <li>● Denotation</li> <li>● Develop</li> <li>● Dialogue</li> <li>● Main idea</li> <li>● Mood</li> <li>● Narrator</li> <li>● Point of view</li> <li>● Preview</li> <li>● Scene</li> <li>● Speaker in text</li> <li>● SQ3R</li> <li>● Stanza</li> <li>● Summarize</li> <li>● Text features</li> <li>● Text structure</li> </ul>	<p>(See pages 6-7)</p>	<p>(See page 6)</p>



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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E06.A-C.2.1 CC.1.3.6.E  (Craft and Structure)	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. <ul style="list-style-type: none"> <li>● text structures (e.g., sequence/chronological order, description, comparison, problem/solution, cause/effect, conflict/resolution)</li> <li>● difference between text structure and text feature</li> <li>● relationships between parts of text and whole text (as indicated by text features and structure)</li> <li>● genre characteristics</li> <li>● literary elements (e.g., setting, plot, theme)</li> <li>● authors' choices of structures, features, etc. control the theme and the reader's perceptions</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● Identify the genre of literary text</li> <li>● Identify text features</li> <li>● Demonstrate an understanding of the structure of novels, dramas, and poetry</li> <li>● Identify theme, setting, and plot in a literary work as it relates to text structure</li> <li>● Make predictions about text based on its text structures</li> <li>● Describe the connections between text structure and the text's purpose and theme</li> <li>● Make connections between author's choice of text structure and the text's purpose and theme</li> <li>● Explain how structure enhances/supports the text's purpose and theme</li> </ul>	<u>Craft &amp; Structure Vocabulary (continued):</u> <ul style="list-style-type: none"> <li>● Text support</li> <li>● Theme</li> <li>● Tone</li> <li>● Voice</li> </ul>	(See pages 6-7)	(See page 6)



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<p>E06.A-C.2.1 CC.1.3.6.F</p> <p>E06.A-C.3.1</p> <p>CC.1.3.6.G</p> <p>(Integration of Knowledge and Ideas)</p>	<p>E06.A-C.2.1.3 - CONTINUED “home” is a place of security, comfort, and family.)</p> <ul style="list-style-type: none"> <li>● various forms of figurative language/literary devices (e.g. alliteration, repetition, rhythm, rhyme, dialogue)</li> <li>● mood</li> <li>● tone</li> </ul> <p>Demonstrate understanding of connections within, between, and/or among texts.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Explain how figurative language and literary devices enhance and extend meaning</li> <li>● Explain how authors use language choices to create an effect (e.g., mood and tone)</li> <li>● Interpret meaning and tone and explain how they are impacted by specific word choices</li> <li>● Analyze how specific word choice impacts the meaning and tone of a text</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Compare and contrast written fictional text to various multimedia versions of the text</li> <li>● Contrast what they “hear” and “see” when reading to what they perceive when they listen or watch</li> </ul>	<p><b><u>Integration of Knowledge &amp; Ideas Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Audio</li> <li>● Compare and contrast</li> <li>● Differences</li> <li>● Drama</li> <li>● Fantasy</li> <li>● Folk tales</li> <li>● Genre</li> <li>● Historical novels</li> <li>● Legends</li> </ul>	<p>(See pages 6-7)</p>	<p>(See page 6)</p>



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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>(Vocabulary Acquisition &amp; Use)</p> <p>E06.A-V.4.1 CC.1.3.6.F CC.1.3.6.J</p>	<p>E06.A-V.4.1.1 - CONTINUED function in a sentence) as a clue to the meaning of a word or phrase. b. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>E06.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to understand each of the words.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify the nuances (shades of meaning) of words with similar definitions</li> <li>● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>● Impact</li> <li>● Metaphor</li> <li>● Onomatopoeia</li> <li>● Personification</li> <li>● Phrases</li> <li>● Tone</li> <li>● Word choice</li> </ul>		

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<p>E06.A-V.4.1 CC.1.3.6.F CC.1.3.6.I CC.1.3.6.J</p> <p>(Vocabulary Acquisition &amp; Use)</p> <p>CC.1.3.6.K</p> <p>E06.E.1.1 CC.1.4.6.A CC.1.4.6.S</p> <p>CC.1.4.6.B CC.1.4.6.H</p> <p>(Text - Dependent Analysis)</p>	<p>E06.A-V.4.1.2 - <b>CONTINUED</b> c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p>Read and comprehend literary fiction on grade level, reading independently and proficiently</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and/or research</p> <p>E06.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Read various forms of literature fluently</li> <li>● Read independently and comprehend texts</li> <li>● Monitor comprehension</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● analyze text</li> <li>● form opinions using evidence from the text as support</li> <li>● make inferences using evidence from the text as support</li> <li>● demonstrate an understanding of the text</li> </ul>	<p><b><u>Text-Dependent Analysis Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Drawing conclusions</li> <li>● Evaluate</li> <li>● Evidence</li> <li>● Explicit</li> <li>● Focus</li> <li>● Graphic organizers</li> <li>● Objective</li> <li>● Outline</li> <li>● Question</li> </ul>	<p>(See pages 6-7)</p>	<p>(See page 6)</p>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E06.E.1.1 CC.1.4.6.C CC.1.4.6.I</p> <p>(Text - Dependent Analysis)</p> <p>CC.1.4.6.D CC.1.4.6.J</p> <p>CC.1.4.6.E CC.1.4.6.K</p> <p>CC.1.4.6.E CC.1.4.6.K</p>	<p>E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).</p> <p>E06.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>E06.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.</p> <p>E06.1.1.5 Establish and maintain a formal style.</p> <p>E06.1.1.6 Provide a concluding section that follows from the analysis presented.</p>	<p><b>continued -</b></p> <ul style="list-style-type: none"> <li>● effectively address all parts of the task demonstrating in-depth analytic understanding of the text(s)</li> <li>● use an introduction, development, and conclusion identifying an opinion, topic or controlling idea related to the text(s)</li> <li>● use strong organizational structure that effectively supports the focus and ideas</li> <li>● analyze explicit and implicit meanings from text to effectively support claims, opinions, ideas and inferences</li> <li>● use accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions</li> </ul>	<p><b><u>Text-Dependent Analysis Vocabulary (continued):</u></b></p> <ul style="list-style-type: none"> <li>● Text support</li> <li>● Venn diagram</li> </ul>	<p>(See pages 6-7)</p>	<p>(See page 6)</p>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>CC.1.4.6.F CC.1.4.6.L</p> <p>(Text - Dependent Analysis)</p> <p>CC.1.4.6.T</p> <p>CC.1.5.6.A</p> <p>(Speaking &amp; Listening)</p>	<p>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> <li>● reference the main idea and relevant key details of the text to support the writer's purpose</li> <li>● use transitions to link ideas</li> <li>● use precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or convey experiences/events</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● present appropriately in formal speaking situations</li> <li>● listen critically</li> <li>● respond intelligently as individuals or in a group discussion</li> <li>● Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> </ul>	<p><b><u>Speaking &amp; Listening Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Active listening</li> <li>● Debate</li> <li>● Fluency</li> <li>● Question</li> <li>● Speaker</li> <li>● Speech</li> <li>● Voice</li> </ul>	<p>(See pages 6-7)</p>	<p>(See page 6)</p>



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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>CC.1.5.6.B</p> <p>(Speaking &amp; Listening)</p>	<p>Delineate a speaker’s argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.</p>	<ul style="list-style-type: none"> <li>● Apply critical listening strategies to determine the speaker’s argument and claims.</li> <li>● Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.</li> <li>● Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.</li> </ul>		<p>(See pages 6-7)</p>	<p>(See page 6)</p>
<p>CC.1.5.6.C</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>● Apply an understanding of the features and formats of diverse media.</li> <li>● Determine both the explicit and the implicit ideas found in non-print texts, including digital texts.</li> </ul>			

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>(Speaking &amp; Listening)</p> <p>CC.1.5.6.D</p>	<p><b>CC.1.5.6.C - CONTINUED</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media.</li> <li>● Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience.</li> <li>● Apply an organizational pattern that most effectively emphasizes the main ideas or themes of the presentation.</li> <li>● Include support, (e.g., descriptions, facts, and details) that most effectively emphasizes main ideas or themes of the presentation.</li> </ul>		<p>(See pages 6-7)</p>	<p>(See page 6)</p>



**Unit:** NARRATIVE WRITING

**Course Time Prior to PSSA:** 3 - 6 weeks.

**Overview:** Students will learn narrative techniques and apply them to a written piece.

**Unit Essential Questions:**

1. What are the various techniques of narrative writing?
2. What are the unique characteristics of narrative writing?
3. How will various techniques help students develop a narrative piece?

**PSSA Content Module/Assessment Anchor:**

E06.C.1.3. Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

**PSSA Eligible Content:**

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 unfolds naturally and logically to support the writer's purpose; maintain a controlling point.

E06.C.1.3.2 Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

E06.C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.

E06.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

E06.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.

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.

- a. 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.
- b. 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.

- a. Interpret figurative language (simile, metaphor, personification, hyperbole) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

**Unit:** NARRATIVE WRITING

**Pennsylvania Academic Standards:**

CC.1.4.6.M Write narratives to develop real or imagined experiences or events.

CC.1.4.6.N. Engage and orient the reader by establishing a context and introducing a narrator and/or characters.

CC.1.4.6.O. Use narrative techniques such as dialogue, and pacing, to develop experiences, events, and/or character; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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.

CC.1.4.6.Q Write with an awareness of stylistic aspects of writing.

- Vary sentence patterns for meaning, reader/listener, and style.
- Use precise language.
- Develop and maintain a consistent voice.

CC.1.4.6.R Demonstrate grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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.

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.

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.

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 text.

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.

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.

**ISTE Standards:** 1a, 2a, 2b, 3a, 3b, 3c, 4b

\*See Appendix for complete documents.

**Unit:** NARRATIVE WRITING

**Career Education and Work Standards:**

13.3 Career Retention and Advancement:

- A. Work Habits
- B. Cooperation and Teamwork
- C. Group Interaction
- E. Time Management
- F. Lifelong Learning

\*See Appendix for complete documents.

**Connecting to Common Core and Other Standards:**

PA Standards found at [www.pdesas.org/standards/standardsdownloads](http://www.pdesas.org/standards/standardsdownloads)

National Common Core found at [www.corestandards.org](http://www.corestandards.org)

Common Core Crosswalk found at <http://www.pdesas.org/standard/pacore>

ISTE found at [www.iste.org/standards/nets-for-students.aspx](http://www.iste.org/standards/nets-for-students.aspx)

Career Education and Work found at [www.pacareerstandards.com/](http://www.pacareerstandards.com/)

**ELL Differentiation:** Math & LA specifics found at [www.pde.sas.org/module/sas/curriculumframework/eloverlay.aspx](http://www.pde.sas.org/module/sas/curriculumframework/eloverlay.aspx)

Generic found at <http://www.easad.net/esl>

To dos resources found at [www.todos-math.org](http://www.todos-math.org)

**Enrichment:** Students generate a teaching tool that will be used by fellow students. The form this would take can be: iMovie, Power Point, Pages document

**Remediation:** Student conferencing and modified task; Study Island, Compass Learning, Edge

**IEP/GIEP:** Refer to individual student's education plan under specially designed instruction.

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**Unit:** NARRATIVE WRITING

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

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E06.C.1.3.1 E06.C.1.3.2 E06.C.1.3.3 CC.1.4.6.M CC.1.4.6.N CC.1.4.6.O CC.1.4.6.P	E06.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences <ul style="list-style-type: none"> <li>● How to convey an experience or event</li> <li>● Understand narrative (v. expository) techniques</li> <li>● Establish context and narrator/characters</li> <li>● Organize a logical/natural event sequence</li> <li>● Create dialogue</li> <li>● Use of descriptive/sensory language</li> <li>● Use of transitional expressions to convey sequence and signal shifts</li> </ul>	<ul style="list-style-type: none"> <li>● 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 unfolds naturally and logically to support the writer’s purpose; maintain a controlling point.</li> <li>● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>● Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.</li> </ul>	<ul style="list-style-type: none"> <li>● Point of View</li> <li>● Narrator</li> <li>● Dialogue</li> <li>● Pacing</li> <li>● Description</li> <li>● Reflection</li> <li>● Transitional words and phrases</li> <li>● Clauses</li> <li>● Sequence</li> <li>● Sensory language</li> <li>● Narration</li> <li>● Point of view</li> <li>● Quotation marks</li> <li>● Writer’s purpose</li> <li>● Conclusion</li> <li>● Focus</li> <li>● Content</li> <li>● Organization</li> <li>● Style</li> <li>● Conventions</li> <li>● Prewrite</li> <li>● Compose</li> <li>● Revise</li> <li>● Edit</li> </ul>	<ul style="list-style-type: none"> <li>● Prentice Hall: <i>Writing and Grammar/Communication in Action: Copper Level</i> and Supplemental Materials</li> <li>● <i>Write Source</i></li> <li>● <i>Daily: 6-Trait Writing workbook</i></li> <li>● <i>House Model workbook</i></li> <li>● <i>Four-Square Writing Method workbook Series</i></li> <li>● <i>Sadlier-Oxford: Vocabulary Workshop – Level A</i></li> <li>● <i>Great Source: Vocabulary for Achievement</i></li> </ul> <p style="text-align: center;">(continued)</p>	<ul style="list-style-type: none"> <li>● Teacher /technology generated diagnostic, formative, and summative assessments as needed for all levels of student achievement</li> </ul>







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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E06.A-V.4.1.1 CC.1.2.6.F CC.1.2.6.I CC.1.2.6.J	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.	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</li> </ul>		(See pages 4 & 5)	(See page 4)
E06.A-V.4.1.2 CC.1.2.6.F CC.1.2.6.J	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<ul style="list-style-type: none"> <li>● Interpret figurative language (simile, metaphor, personification, hyperbole) in context.</li> <li>● Use the relationship between particular words (e.g., cause/ effect, part/whole, item/ category, synonym/antonym) to understand each of the words.</li> <li>● Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</li> </ul>			

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Unit: NARRATIVE WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>CC.1.5.6.A</p> <p>(Speaking &amp; Listening)</p>	<p>Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● present appropriately in formal speaking situations</li> <li>● listen critically</li> <li>● respond intelligently as individuals or in a group discussion</li> <li>● Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> </ul>	<p><b><u>Speaking &amp; Listening Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Active listening</li> <li>● Debate</li> <li>● Fluency</li> <li>● Question</li> <li>● Speaker</li> <li>● Speech</li> <li>● Voice</li> </ul>	<p>(See pages 4 &amp; 5)</p>	<p>(See page 4)</p>
<p>CC.1.5.6.B</p>	<p>Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.</p>	<ul style="list-style-type: none"> <li>● Apply critical listening strategies to determine the speaker's argument and claims.</li> <li>● Determine a central idea of a text and how it is conveyed through particular details; provide a summary of</li> </ul>			

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**Unit: NARRATIVE WRITING**

<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
<p>CC.1.5.6.C  (Speaking &amp; Listening)</p>	<p>CC.1.5.6.B - <b>CONTINUED</b></p> <p>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.</p>	<p>the text distinct from personal opinions or judgements.</p> <ul style="list-style-type: none"> <li>● Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.</li> <li>● Apply an understanding of the features and formats of diverse media.</li> <li>● Determine both the explicit and the implicit ideas found in non-print texts, including digital texts.</li> <li>● Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media.</li> </ul>		<p>(See pages 4 &amp; 5)</p>	<p>(See page 4)</p>



Unit: NARRATIVE WRITING

CC.1.5.6.G	Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.	<ul style="list-style-type: none"><li>● Follow fair use policies when incorporating multimedia components from other sources.</li><li>● Demonstrate a command of the conventions of standard English grammar and usage when writing or speaking.</li></ul>			
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East Stroudsburg Area School District  
**English Language Arts - Grade 6**

**Unit:** READING INFORMATIONAL TEXT (NONFICTION)

**Course Time Prior to PSSA:** 6-10 weeks. Skills will be spiraled throughout the year

**Overview:**

Students will interpret text by reading thoroughly and with purpose to determine main ideas and the facts and details used to support them. Students will explore the way authors use text structures to convey meaning in nonfiction text to learn about the elements of informational nonfiction, biographies and autobiographies.

Students will identify bias and propaganda in text to become critical readers.

**Unit Essential Questions:**

1. How does prior knowledge help you understand text?
2. How does thinking about the author's purpose and message deepen understanding?
3. How do text features and characteristics of informational and literary text influence reader interpretation?
4. How will I determine the main idea of the passage?
5. How is author's purpose conveyed in the text?
6. How do you interpret graphics and charts and/or make connections between text and content of graphics and charts?
7. What strategies can we use before, during and after reading to aid with understanding and retention?
8. How do effective readers respond verbally to guided inquiry questions?
9. How do readers use evidence to demonstrate support for an opinion or fact about a literary selection?
10. How do readers distinguish between facts, opinions, and bias information presented in print and non-print media?
11. How do readers interpret and organize information to support facts and/or opinions?
12. How do you identify and interpret generalizations?
13. How will one present claims and sequence ideas to interpret main ideas or themes using multimedia sources?
14. How will one adapt speech to a variety of contexts?
15. What are some ways one can demonstrate the command of the conventions when writing or speaking?

**PSSA Content Module/Assessment Anchor:**

E06.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.

E06.B-C.2.1 Demonstrate understanding of connections within, between, and/or among informational texts.

E06.B-C.3.1 Demonstrate understanding of connections within and/or among informational texts.

E06.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

E06.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Unit:** READING INFORMATIONAL TEXT (NONFICTION)

**PSSA Eligible Content:**

- 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.
- 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.
- 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).
- 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.
- 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.
- 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.
- 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).
- 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).
- 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, hyperbole) in context.
  - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to understand each of the words.
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).
- E06.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).
- E06.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts.
- E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
- E06.E.1.1.5 Establish and maintain a formal style.
- E06.E.1.1.6 Provide a concluding section that follows from the analysis presented.



**Unit: READING INFORMATIONAL TEXT (NONFICTION)**

**Pennsylvania Academic Standards:**

- CC.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.
- 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.
- 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.
- CC.1.2.6.E Analyze the author's structure through the use of paragraphs, chapters, or sections.
- 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.
- CC.1.2.6.G Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop coherent understanding of a topic or issue.
- CC.1.2.6.H Evaluate an author's argument by examining claims and determining if they are supported by evidence.
- CC.1.2.6.I Examine how two authors present similar information in different types of text.
- 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.
- CC.1.2.6.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
- CC.1.4.6.B Identify and introduce the topic for the intended audience
- 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.
- 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.
- CC.1.4.6.E/CC.1.4.6.K Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to inform or explain about the topic
  - Use sentences of varying lengths and complexities
  - Develop and maintain a consistent voice
  - Establish and maintain a formal style
- CC.1.4.6.F/CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.6.H Introduce and state an opinion on a topic.
- CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.

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- 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.
- 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.
- 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.
- CC.1.5.6A Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CC.1.5.6B Delineate a speaker's argument and specific claims by identifying specific reasons and evidence, and recognize arguments or claims not supported by factual evidence.
- 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.
- 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.
- CC.1.5.6.E Include multimedia components and visual displays in presentations to clarify information.
- CC.1.5.6.F Adapt speech to a variety of contexts and tasks.

**ISTE Standards: 1a, 2a, 2b, 2c, 3a, 3b, 3c, 4b, 4d**

\*See Appendix for complete documents.

**Career Education and Work Standards:**

13.3 Career Retention and Advancement:

- A. Work Habits
- B. Cooperation and Teamwork
- C. Group Interaction
- E. Time Management
- F. Lifelong Learning

\*See Appendix for complete documents.

**Connecting to Common Core and Other Standards:**

- PA Standards found at [www.pdesas.org/standards/standardsdownloads](http://www.pdesas.org/standards/standardsdownloads)
- National Common Core found at [www.corestandards.org](http://www.corestandards.org)
- Common Core Crosswalk found at <http://www.pdesas.org/standard/pacore>
- ISTE found at [www.iste.org/standards/nets-for-students.aspx](http://www.iste.org/standards/nets-for-students.aspx)
- Career Education and Work found at [www.pacareerstandards.com/](http://www.pacareerstandards.com/)

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**ELL Differentiation:** Math & LA specifics found at [www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx](http://www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx)  
 Generic found at <http://www.easad.net/esl>  
 Todos resources found at [www.todos-math.org](http://www.todos-math.org)

**Enrichment:** Achieve 3000 found at <https://portal.achieve3000.com/>  
 Study Island found at <http://studyisland.com/web/index/>

**Remediation:** Achieve 3000 found at <https://portal.achieve3000.com/>  
 Study Island found at <http://studyisland.com/web/index/>

**IEP/GIEP:** Refer to individual student’s education plan under specially designed instruction.

Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers
CC.1.2.6.A, CC.1.2.6.B, CC.1.2.6.C, CC.1.2.6.D, CC.1.2.6.E, CC.1.2.6.F, CC.1.2.6.G, CC.1.2.6.H, CC.1.2.6.I, CC.1.2.6.J, CC.1.2.6.K, CC.1.2.6.L, CC.1.4.6.A, CC.1.4.6.B, CC.1.4.6.C, CC.1.4.6.D, CC.1.4.6.E, CC.1.4.6.F, CC.1.4.6.H, CC.1.4.6.I, CC.1.4.6.J, CC.1.4.6.K, CC.4.1.6.L, CC.1.4.7.S, CC.1.4.7.T	<ul style="list-style-type: none"> <li>● Predicting</li> <li>● Previewing</li> <li>● Using background knowledge (schema)</li> <li>● Visualizing</li> <li>● Determining Importance</li> <li>● Questioning</li> <li>● Inferring</li> <li>● Analyzing</li> <li>● Synthesizing</li> <li>● Clarifying</li> <li>● Monitoring for meaning</li> <li>● Summarizing &amp; Paraphrasing</li> <li>● Evaluating</li> <li>● Read Closely &amp; Critically</li> <li>● Make Inferences</li> </ul>	<ul style="list-style-type: none"> <li>● Webs</li> <li>● T-Chart</li> <li>● Venn Diagram</li> <li>● Plot Diagram</li> <li>● ANSWER KEY to Open Response</li> <li>● Five W’s template</li> <li>● Evidence/interpretation T-Chart</li> </ul>

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**Unit:** READING INFORMATIONAL TEXT (NONFICTION)

**Content Statement:** Students read and respond to **informational text** with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
E06.B-K.1.1  CC.1.2.6.B  (Key Ideas & Details)	Demonstrate understanding of key ideas and details in informational texts.  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. <ul style="list-style-type: none"> <li>● Explicitly stated information from text</li> <li>● Inferences</li> <li>● Generalizations</li> <li>● Textual evidence/support</li> <li>● Characteristics of an analysis</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● Identify what the text says explicitly</li> <li>● Distinguish between what the text explicitly states versus what the text implies (or hints at)</li> <li>● Locate and cite textual evidence to support analysis of what text says.</li> <li>● Use background knowledge and hints from the text to make inferences</li> <li>● Identify/cite appropriate text support for inferences</li> <li>● Make critical or analytical judgments to make generalizations</li> </ul>	<u><b>Key Ideas &amp; Details Vocabulary:</b></u> <ul style="list-style-type: none"> <li>● Analysis/analyze</li> <li>● Anecdotes</li> <li>● Claims</li> <li>● Clarify</li> <li>● Conflict</li> <li>● Details</li> <li>● Drawing conclusions</li> <li>● Elaborate</li> <li>● Evaluate</li> <li>● Event</li> <li>● Evidence</li> <li>● Explain</li> <li>● Explicit</li> <li>● Fact</li> <li>● Generalization</li> <li>● Genre</li> <li>● Implicit</li> <li>● Inference</li> <li>● Key details</li> </ul>	<u><b>Instructional Strategies/Activities:</b></u> <ul style="list-style-type: none"> <li>● Talking to the Text</li> <li>● Reading Apprenticeship</li> <li>● Venn Diagram</li> <li>● Summaries</li> <li>● ANSWER key</li> <li>● Shared Inquiry</li> <li>● SQ3R</li> <li>● Small and large group discussions</li> <li>● Presentations/speeches</li> </ul> <u><b>Materials/Resources</b></u> <ul style="list-style-type: none"> <li>● <i>Prentice Hall Literature</i></li> <li>● Board approved novels</li> <li>● <i>Linking CCSS to Your Curriculum</i></li> <li>● <i>PSSA Coach</i></li> <li>● <i>Be a Better Reader</i></li> <li>● <i>Read for Real</i></li> </ul>	<ul style="list-style-type: none"> <li>● NWEA tests</li> <li>● Study Island</li> <li>● PSSA</li> <li>● Test generator by Exam View</li> <li>● Teacher made evaluations and observations</li> <li>● Try-out tests in <i>How to Get Better Test Scores</i></li> <li>● Test practice in <i>PSSA Coach</i></li> <li>● Presentation, writing, and project rubrics</li> </ul>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E06.B-K.1.1 CC.1.2.6.A  (Key Ideas & Details)	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. <ul style="list-style-type: none"> <li>● Informational text (both literary nonfiction and expository/technical texts)</li> <li>● How to explain</li> <li>● Central/main idea</li> <li>● Difference between central/main idea and key details in an informational text</li> <li>● Characteristics of an effective summary</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● Determine the central idea of an informational text and how it is conveyed through particular details</li> <li>● Recognize how ideas are organized in an informational text</li> <li>● Describe or graphically represent the relationship between central/main ideas and details</li> <li>● Explain how the main ideas are supported by key details</li> <li>● Paraphrase significant information from an informational text</li> <li>● Summarize the main ideas in an informational text, capturing the most important parts of the text, distinct from personal opinions or judgments</li> </ul>	<u><b>Key Ideas &amp; Details Vocabulary (continued):</b></u> <ul style="list-style-type: none"> <li>● Main idea/central idea</li> <li>● Objective</li> <li>● Opinion</li> <li>● Outline</li> <li>● Preview</li> <li>● SQ3R</li> <li>● Sources: primary/secondary</li> <li>● Subjective</li> <li>● Summarize</li> <li>● Textual evidence</li> <li>● Theme</li> <li>● Visualize</li> </ul>	<ul style="list-style-type: none"> <li>● <i>How to Get Better Test Scores</i></li> <li>● <i>Great Books Roundtable – Level 1</i></li> <li>● Digital book report</li> <li>● <i>PSSA prep – grade 6 reading</i></li> </ul>	(see page 6)

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<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
E06.B-K.1.1 CC.1.2.6.C  (Key Ideas & Details)	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). <ul style="list-style-type: none"> <li>● Key ideas/concepts, individuals, events, steps/procedures</li> <li>● Development strategies for informational text (e.g., introduction/presentation of ideas, illustration, elaboration through examples, anecdotes, etc.</li> <li>● Relationships and interactions (e.g., one piece of text “explains” another or stands in “contrast” to another)</li> <li>● Transition/linking words that assist explanations and analysis (e.g., <i>because, then, as a consequence, in contrast</i>)</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● Identify important persons, events, or ideas in an informational text</li> <li>● Identify the specific details/information that develop individuals, events, procedures, ideas, or concepts in informational and technical texts.</li> <li>● Explain how the way in which an author introduces a key individual, event, or idea in a text contributes to the overall meaning of the text</li> <li>● Identify an anecdote and understand how it impacts the text.</li> </ul>		(see pages 6 & 7)	(see page 6)

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Unit: READING INFORMATIONAL TEXT (NONFICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E06.B-C.2.1</p> <p>CC.1.3.6.D</p> <p>(Craft &amp; Structure)</p>	<p>Demonstrate understanding of connections within, between and/or among informational texts.</p> <p>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.</p> <ul style="list-style-type: none"> <li>● Author’s roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text</li> <li>● Point of view (e.g. first person, third person)</li> <li>● Author’s viewpoint/focus/attitude/bias</li> <li>● Audience</li> <li>● Author’s strategies for developing viewpoint &amp; purpose (e.g., author’s choices about when and how to develop information; what information to include or exclude)</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● present appropriately in formal speaking situations</li> <li>● listen critically</li> <li>● respond intelligently as individuals or in group discussions</li> <li>● Determine the difference between an author’s point of view and author’s purpose</li> <li>● Identify a text as being in 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> person point of view.</li> <li>● Describe the author’s overall purpose for writing a text</li> <li>● Identify the intended audience</li> <li>● Determine the author’s point of view through attention to word choice, punctuation, and emphasis on ideas.</li> </ul> <p>(continued)</p>	<p><b><u>Craft &amp; Structure Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Argument</li> <li>● Author’s purpose</li> <li>● Bias</li> <li>● Biography</li> <li>● Cause and effect</li> <li>● Chronological</li> <li>● Compare and contrast</li> <li>● Connect</li> <li>● Connotation</li> <li>● Denotation</li> <li>● Expository text</li> <li>● Headings, graphics, charts, captions, section</li> <li>● Informational text</li> <li>● Main idea</li> <li>● Media</li> <li>● Point of view/first person</li> <li>● Preview</li> <li>● Print media</li> </ul>	<p>(see pages 6 &amp; 7)</p>	<p>(see page 6)</p>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E06.B-C.2.1</p> <p>(Craft &amp; Structure)</p> <p>CC.1.2.6.E</p>	<p>E06.B-C.2.1.1 - <b>CONTINUED</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Describe how the author’s choices reflect his/her attitude, viewpoint, focus, or bias</li> <li>● Determine author’s purpose through attention to format, text features, and key ideas.</li> <li>● Explain how the purpose or point of view is conveyed in a text</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify text features</li> <li>● Identify text structures</li> <li>● Identify text’s purpose and central idea</li> <li>● Describe the connections between text features and the texts purpose/theme</li> <li>● Explain how structure and/or features enhance text’s purpose and/or central idea</li> </ul>	<p><b><u>Craft &amp; Structure Vocabulary (continued):</u></b></p> <ul style="list-style-type: none"> <li>● Problem/solution</li> <li>● SQ3R</li> <li>● Summarize</li> <li>● Text features</li> <li>● Text organization/structure</li> <li>● Text support</li> <li>● Theme</li> <li>● Third person</li> </ul>	<p>(see pages 6 &amp; 7)</p>	<p>(see page 6)</p>





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<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
E06.B-C.2.1 CC.1.2.6.F  (Craft & Structure)	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. <ul style="list-style-type: none"> <li>● Literal (denotative) meaning</li> <li>● Connotative meaning</li> <li>● Technical meaning</li> <li>● Figurative or non-literal meaning (e.g., simile, metaphor, hyperbole)</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● Use context clues or roots/affixes to identify meanings of words or phrases</li> <li>● Differentiate between literal and non-literal meaning</li> <li>● Identify and interpret figurative language</li> <li>● Explain how figurative language enhances or extends meaning</li> <li>● Explain the impact of specific language choices by the author</li> <li>● Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</li> </ul>		(see pages 6 & 7)	(see page 6)

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E06.B-C.3.1</p> <p>CC.1.2.6.H</p> <p>(Integration of Knowledge and Ideas)</p> <p>CC.1.2.6.I</p>	<p>Demonstrates understanding of connections within and/or among informational texts.</p> <p>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).</p> <ul style="list-style-type: none"> <li>● How claims and/or arguments are supported</li> <li>● Valid v. Unsupported claims</li> </ul> <p>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).</p> <ul style="list-style-type: none"> <li>● Compare/contrast differing presentations of the same event</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Demonstrate knowledge of the organizational pattern of an argument</li> <li>● Identify claims in a text</li> <li>● Identify supported claims versus unsupported claims in the text</li> <li>● Distinguish and support an author’s argument or ideas using evidence from the text.</li> <li>● A (evaluate) the value of an argument based upon supported claims</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify facts/ideas presented by two authors on a similar topic</li> <li>● Compare and contrast how the authors presented the facts/ideas</li> </ul> <p>(continued)</p>	<p><b><u>Integration of Knowledge &amp; Ideas Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Argument</li> <li>● Bias</li> <li>● Claim</li> <li>● Compare and contrast</li> <li>● Differentiate</li> <li>● Event</li> <li>● Evidence</li> <li>● Main idea</li> <li>● Media format</li> <li>● Perspective</li> <li>● Point of View</li> <li>● Preview</li> <li>● SQ3R</li> <li>● Similar</li> <li>● Summarize</li> <li>● Synthesize</li> <li>● Theme</li> <li>● Topic/issue</li> <li>● Valid</li> <li>● Venn diagram</li> </ul>	<p>(see pages 6 &amp; 7)</p>	<p>(see page 6)</p>

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<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
<p>E06.B-C.3.1</p> <p>(Integration of Knowledge and Ideas)</p> <p>CC.1.2.6.G</p> <p>E06.B-V.4.1</p>	<p>E06.B-C.3.1.2 - <b>CONTINUED</b></p> <p>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.</p> <p>Demonstrate understanding of vocabulary and figurative language in informational texts.</p>	<ul style="list-style-type: none"> <li>● Compare/contrast two different types of texts about the same person, event, or topic.</li> <li>● Examine how two authors present similar information in different types of texts</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Integrate information from diverse media and formats</li> <li>● Summarize information</li> <li>● Develop understanding of a topic/issue</li> </ul>		<p>(see pages 6 &amp; 7)</p>	<p>(see page 6)</p>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E06.B-V.4.1 CC.1.2.6.F CC.1.4.6.J CC.1.4.6.K  (Vocabulary Acquisition & Use)	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. <ol style="list-style-type: none"> <li>a. 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.</li> <li>b. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</li> <li>c. Determine the meaning of technical words and phrases used in a text.</li> </ol> <ul style="list-style-type: none"> <li>● Context clues</li> <li>● Greek/Latin affixes and roots</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● Find and flexibly use appropriate strategies to determine the meaning of unknown and multiple meaning words (context clues, affixes, roots)</li> <li>● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</li> <li>● Utilize vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> </ul>	<u><b>Vocabulary Acquisition &amp; Use</b></u> <u><b>Vocabulary:</b></u> <ul style="list-style-type: none"> <li>● Antonym</li> <li>● Anecdote</li> <li>● Clarify</li> <li>● Connotation</li> <li>● Context clues</li> <li>● Denotation</li> <li>● Figurative language/figurative meaning</li> <li>● Impact</li> <li>● Nonfiction</li> <li>● Phrases</li> <li>● Propaganda techniques</li> <li>● Synonym</li> <li>● Technical meaning</li> <li>● Tone</li> <li>● Word choice</li> </ul>	(see pages 6 & 7)	(see page 6)

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E06.B-V.4.1 CC.1.2.6.F CC.1.4.6.J</p> <p>(Vocabulary Acquisition &amp; Use)</p> <p>CC.1.2.6.L</p>	<p>E06.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language (simile, metaphor, personification, hyperbole) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p>Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Interpret figurative language in context.</li> <li>● Use relationships between words to understand each of the words</li> <li>● Identify the nuances (shades of meaning) of words with similar definitions</li> </ul> <ul style="list-style-type: none"> <li>● Read various forms of literary nonfiction fluently</li> <li>● Read independently and comprehend complex texts</li> <li>● Monitor Comprehension</li> </ul>		<p>(see pages 6 &amp; 7)</p>	<p>(see page 6)</p>

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<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
<p>CC.1.4.6.S  (Text - Dependent Analysis)</p> <p>CC.1.4.6.A</p> <p>E06.E.1.1 CC.1.4.6.B CC.1.4.6.H</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>Write informative / explanatory texts to examine a topic and convey ideas, concepts and information clearly.</p> <p>E06.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Use an introduction, development, and conclusion identifying an opinion, topic or controlling idea related to the text(s)</li> <li>● Use strong organizational structure that effectively supports the focus and ideas</li> </ul>	<p><b><u>Text-Dependent Analysis Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Drawing conclusions</li> <li>● Elaboration</li> <li>● Evaluate</li> <li>● Evidence</li> <li>● Explicit</li> <li>● Focus</li> <li>● Graphic organizers</li> <li>● Objective</li> <li>● Outline</li> <li>● Question</li> <li>● Relevant</li> <li>● Text support</li> <li>● Validity</li> <li>● Venn diagram</li> </ul>	<p>(see pages 6 &amp; 7)</p>	<p>(see page 6)</p>

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<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
E06.E.1.1 CC.1.4.6.C CC.1.4.6.I  (Text - Dependent Analysis)	E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).	Students will be able to: <ul style="list-style-type: none"> <li>● Analyze explicit and implicit meanings from text to effectively support claims, opinions, ideas and inferences</li> <li>● Use textural evidence to support claims, opinions, and inferences to demonstrate understanding of text. use accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions</li> <li>● reference the main idea and relevant key details of the text to support the writer’s purpose</li> </ul>		(see pages 6 & 7)	(see page 6)
CC.1.4.6.D CC.1.4.6.J	E06.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts.	<ul style="list-style-type: none"> <li>● Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another</li> </ul>			



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<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
E06.E.1.1 CC.1.4.6.E CC.1.4.6.K  (Text - Dependent Analysis)          CC.1.4.6.F          CC.1.4.6.T	E06.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.  E06.1.1.5 Establish and maintain a formal style.  E06.1.1.6 Provide a concluding section that follows from the analysis presented.  Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Students will be able to: <ul style="list-style-type: none"> <li>● use precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or convey experiences/events</li>   <li>● Organize a series of events that unfold naturally and logically</li> </ul>		(see pages 6 & 7)	(see page 6)

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<p>CC.1.5.6.A</p> <p>(Speaking &amp; Listening)</p> <p>CC.1.5.6.B</p> <p>CC.1.5.6.C</p>	<p>Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.</p> <p>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.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.</li> <li>● Apply critical listening strategies to determine the speaker's argument and claims.</li> <li>● Apply an understanding of the features and formats of diverse media.</li> <li>● Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media.</li> </ul>	<p><b><u>Speaking &amp; Listening Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Active listening</li> <li>● Debate</li> <li>● Fluency</li> <li>● Question</li> <li>● Self-monitor</li> <li>● Speaker</li> <li>● Speech</li> <li>● Voice</li> </ul>	<p>(see pages 6 &amp; 7)</p>	<p>(see page 6)</p>

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CC.1.5.6.D  (Speaking & Listening)	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.	Students will be able to: <ul style="list-style-type: none"> <li>● Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience.</li> <li>● Apply an organizational pattern that most effectively emphasizes the main ideas or themes of the presentation.</li> </ul>		(see pages 6 & 7)	(see page 6)
CC.1.5.6.E	Adapt speech to a variety of contexts and tasks.	<ul style="list-style-type: none"> <li>● Demonstrate control of spoken language by adjusting speech to varying contexts and tasks.</li> </ul>			
CC.1.5.6.F	Include multimedia components and visual displays in presentations to clarify information.	<ul style="list-style-type: none"> <li>● Select or create multimedia and visual displays that enhance presentations and/or clarify ideas.</li> </ul>			
CC.1.5.6.G	Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>			

**Unit:** INFORMATIONAL WRITING

**Course Time Prior to PSSA:** 3-6 weeks. Skills will be spiraled throughout the year.

**Overview:** Students will write using informational techniques according to grammar and conventions of standard English.

**Unit Essential Questions:**

1. What are the unique characteristics of informational writing?
2. What are the different organizational patterns of informational writing?
3. How does a writer use language to effectively communicate his/her desired purpose in a piece of informational writing?

**PSSA Content Module/Assessment Anchor:**

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.

**PSSA Eligible Content:**

E06.C.1.2.1 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.

E06.C.1.2.2 Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

E06.C.1.2.3 Use appropriate transitions to clarify the relationships among ideas and concepts.

E06.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.

E06.C.1.2.5 Establish and maintain a formal style.

E06.C.1.2.6 Provide a concluding section that follows from the information or explanation presented.

E06.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrase based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. 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.
- b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*.)
- c. 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.

- a. Interpret figurative language of speech (simile, metaphor, personification, hyperbole) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*.)

**Unit: INFORMATIONAL WRITING**

**Pennsylvania Academic Standards:**

CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.6.B Identify and introduce the topic for the intended audience

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.

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.

CC.1.4.6.E Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform or explain about the topic
- Use sentences of varying lengths and complexities
- Develop and maintain a consistent voice
- Establish and maintain a formal style

CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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.

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.

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.

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.

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.

**ISTE Standards: 1a, 2a, 2b, 2c, 3a, 3b, 3c, 4b, 4d**

\*See Appendix for complete documents.

**Unit:** INFORMATIONAL WRITING

**Career Education and Work Standards:**

13.3 Career Retention and Advancement:

- A. Work Habits
- B. Cooperation and Teamwork
- C. Group Interaction
- E. Time Management
- F. Lifelong Learning

\*See Appendix for complete documents.

**Connecting to Common Core and Other Standards:**

PA Standards found at [www.pdesas.org/standards/standardsdownloads](http://www.pdesas.org/standards/standardsdownloads)

National Common Core found at [www.corestandards.org](http://www.corestandards.org)

Common Core Crosswalk found at <http://www.pdesas.org/standard/pacore>

ISTE found at [www.iste.org/standards/nets-for-students.aspx](http://www.iste.org/standards/nets-for-students.aspx)

Career Education and Work found at [www.pacareerstandards.com/](http://www.pacareerstandards.com/)

**ELL Differentiation:** Math & LA specifics found at [www.pde.sas.org/module/sas/curriculumframework/eloverlay.aspx](http://www.pde.sas.org/module/sas/curriculumframework/eloverlay.aspx)

Generic found at <http://www.easad.net/esl>

Todos resources found at [www.todos-math.org](http://www.todos-math.org)

**Enrichment:** Students generate a teaching tool that will be used by fellow students. The form this would take can be: iMovie, PowerPoint, Pages document

**Remediation:** Student conferencing and modified task; Study Island, Compass Learning, Edge

**IEP/GIEP:** Refer to individual student's education plan under specially designed instruction.

East Stroudsburg Area School District  
English Language Arts - Grade 6

**Unit:** INFORMATIONAL WRITING

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

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E06.C.1.2.1 E06.C.1.2.2 E06.C.1.2.3 E06.C.1.2.4 E06.C.1.2.5 E06.C.1.2.6 CC.1.4.6.A CC.1.4.6.B CC.1.4.6.C CC.1.4.6.D CC.1.4.6.E	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. <ul style="list-style-type: none"> <li>● How to convey information accurately</li> <li>● Organizational structures</li> <li>● Use of facts, concrete details, quotations, examples to develop a topic</li> <li>● Transitional expressions</li> <li>● Using precise vocabulary</li> <li>● Incorporating definitions of terms</li> <li>● Domain-specific vocabulary</li> <li>● Formal Style</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>● Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>● Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>● Establish and maintain a formal style.</li> <li>● Provide a concluding section that follows from the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>● Transitional words and phrases</li> <li>● Clauses</li> <li>● Sequence</li> <li>● Quotation marks</li> <li>● Writer’s purpose</li> <li>● Conclusion</li> <li>● Focus</li> <li>● Content</li> <li>● Organization</li> <li>● Style</li> <li>● Conventions</li> <li>● Prewrite</li> <li>● Compose</li> <li>● Revise</li> <li>● Edit</li> <li>● Publish/share</li> <li>● Supporting details</li> <li>● Summarize</li> <li>● Conclusion</li> <li>● Hook</li> <li>● Audience</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Prentice Hall: Writing and Grammar/Communication in Action: Copper Level</i> and Supplemental Materials</li> <li>● <i>Write Source</i></li> <li>● <i>Daily: 6-Trait Writing workbook</i></li> <li>● <i>House Model workbook</i></li> <li>● <i>Four-Square Writing Method workbook Series</i></li> <li>● <i>Sadlier-Oxford: Vocabulary Workshop – Level A</i></li> </ul> <p style="text-align: center;">(continued)</p>	<ul style="list-style-type: none"> <li>● Teacher/technology generated diagnostic, formative, and summative assessments as needed for all levels of student achievement</li> </ul>

East Stroudsburg Area School District  
English Language Arts - Grade 6

Unit: INFORMATIONAL WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>CC.1.4.6.F</p> <p>CC.1.4.6.S</p> <p>CC.1.4.6.T</p>	<p>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>(See Grammar &amp; Conventions Unit)</p> <ul style="list-style-type: none"> <li>● Use evidence from a variety of grade-level appropriate texts to support analysis, reflection and research.</li> <li>● With support from peers and adults, use the writing process to produce clear and coherent writing.</li> </ul>	<ul style="list-style-type: none"> <li>● Topic</li> <li>● Facts</li> <li>● Details</li> <li>● Reason</li> <li>● Examples</li> <li>● Cohesion</li> <li>● Information</li> <li>● Expository</li> <li>● Plagiarism</li> <li>● Thesis statement</li> <li>● Formal style</li> <li>● Compare/ Contrast</li> <li>● Cause/effect</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Great Source: Vocabulary for Achievement</i></li> <li>● <i>Prentice Hall Literature</i>: “Poland” “The Shutout” by McKissack; “Jackie Robinson: Justice at Last” by Geoffrey Ward and Ken Burns; “Circuit” by Francisco Jiminez</li> <li>● Compare and contrast multiple pieces of poetry</li> </ul>	<p>(see page 4)</p>





East Stroudsburg Area School District  
English Language Arts - Grade 6

Unit: INFORMATIONAL WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E06.B-V.4.1.2 CC.1.2.6.F CC.1.3.6.J	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<ul style="list-style-type: none"> <li>● Interpret figurative language of speech (simile, metaphor, personification, hyperbole) in context.</li> <li>● Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.</li> <li>● Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>.)</li> </ul>		(see pages 4 & 5)	(see page 4)

East Stroudsburg Area School District  
English Language Arts - Grade 6

Unit: INFORMATIONAL WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>CC.1.5.6.A</p> <p>(Speaking &amp; Listening)</p>	<p>Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● present appropriately in formal speaking situations</li> <li>● listen critically</li> <li>● respond intelligently as individuals or in a group discussion</li> <li>● Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> </ul>	<p><b><u>Speaking &amp; Listening Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Active listening</li> <li>● Debate</li> <li>● Fluency</li> <li>● Question</li> <li>● Speaker</li> <li>● Speech</li> <li>● Voice</li> </ul>	<p>(See pages 4 &amp;5)</p>	<p>(See page 4)</p>
<p>CC.1.5.6.B</p>	<p>Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.</p>	<ul style="list-style-type: none"> <li>● Apply critical listening strategies to determine the speaker's argument and claims.</li> <li>● Determine a central idea of a text and how it is conveyed through particular details; provide a summary of</li> </ul>			

East Stroudsburg Area School District  
English Language Arts - Grade 6

Unit: INFORMATIONAL WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>CC.1.5.6.C</p> <p>(Speaking &amp; Listening)</p>	<p>CC.1.5.6.B - <b>CONTINUED</b></p> <p>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.</p>	<p>the text distinct from personal opinions or judgements.</p> <ul style="list-style-type: none"> <li>● Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.</li> <li>● Apply an understanding of the features and formats of diverse media.</li> <li>● Determine both the explicit and the implicit ideas found in non-print texts, including digital texts.</li> <li>● Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media.</li> </ul>		<p>(See pages 4 &amp;5)</p>	<p>(See page 4)</p>

East Stroudsburg Area School District  
English Language Arts - Grade 6

Unit: INFORMATIONAL WRITING

<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
CC.1.5.6.D  (Speaking & Listening)	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.	<ul style="list-style-type: none"> <li>● Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience.</li> <li>● Apply an organizational pattern that most effectively emphasizes the main ideas or themes of the presentation.</li> <li>● Include support, (e.g., descriptions, facts, and details) that most effectively emphasizes main ideas or themes of the presentation.</li> </ul>		(See pages 4 &5)	(See page 4)
CC.1.5.6.E	Adapt speech to a variety of contexts and tasks.	<ul style="list-style-type: none"> <li>● Demonstrate control of spoken language by adjusting speech to varying contexts and tasks.</li> </ul>			
CC.1.5.6.F	Include multimedia components and visual displays in presentations to clarify information.	<ul style="list-style-type: none"> <li>● Select or create multimedia and visual displays that enhance presentations and/or clarify ideas.</li> </ul>			

East Stroudsburg Area School District  
English Language Arts - Grade 6

Unit: INFORMATIONAL WRITING

CC.1.5.6.G	CC.1.5.6.F - Continued  Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.	<ul style="list-style-type: none"><li>● Follow fair use policies when incorporating multimedia components from other sources.</li><li>● Demonstrate a command of the conventions of standard English grammar and usage when writing or speaking.</li></ul>			
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**Unit:** ARGUMENTATIVE WRITING

**Course Time Prior to PSSA:** Three to four weeks.

**Overview:** Students will write using argumentative techniques according to grammar and conventions of standard English.

**Unit Essential Questions:**

1. What are the unique characteristics of argumentative writing?
2. What are the different organizational patterns of argumentative writing?
3. How does a writer use language to effectively communicate his/her desired purpose in a piece of argumentative writing?

**PSSA Content Module/Assessment Anchor:**

E06.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.

**PSSA Eligible Content:**

E06.C.1.1.1 Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.

E06.C.1.1.2 Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

E06.C.1.1.3 Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

E06.C.1.1.4 Establish and maintain a formal style.

E06.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.

E06.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrase based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. 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.
- b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*.)
- c. 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.

- a. Interpret figurative language of speech (simile, metaphor, personification, hyperbole) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*.)

**Unit: ARGUMENTATIVE WRITING**

**Pennsylvania Academic Standards:**

CC.1.4.6.G Write arguments to support claims.

CC.1.4.6.H Introduce and state an opinion on a topic

CC.1.4.6. I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.

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.

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

CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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.

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.

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.

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.

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.

**ISTE Standards: 1a, 2a, 2b, 2c, 3a, 3b, 3c, 4b, 4d**

\*See Appendix for complete documents.



**Unit:** ARGUMENTATIVE WRITING

**Career Education and Work Standards:**

13.3 Career Retention and Advancement:

- A. Work Habits
- B. Cooperation and Teamwork
- C. Group Interaction
- E. Time Management
- F. Lifelong Learning

\*See Appendix for complete documents.

**Connecting to Common Core and Other Standards:**

PA Standards found at [www.pdesas.org/standards/standardsdownloads](http://www.pdesas.org/standards/standardsdownloads)

National Common Core found at [www.corestandards.org](http://www.corestandards.org)

Common Core Crosswalk found at <http://www.pdesas.org/standard/pacore>

ISTE found at [www.iste.org/standards/nets-for-students.aspx](http://www.iste.org/standards/nets-for-students.aspx)

Career Education and Work found at [www.pacareerstandards.com/](http://www.pacareerstandards.com/)

**ELL Differentiation:** Math & LA specifics found at [www.pde.sas.org/module/sas/curriculumframework/eloverlay.aspx](http://www.pde.sas.org/module/sas/curriculumframework/eloverlay.aspx)

Generic found at <http://www.easad.net/esl>

Todos resources found at [www.todos-math.org](http://www.todos-math.org)

**Enrichment:** Students generate a teaching tool that will be used by fellow students. The form this would take can be: iMovie, PowerPoint, Pages document

**Remediation:** Student conferencing and modified task; Study Island, Compass Learning, Edge

**IEP/GIEP:** Refer to individual student's education plan under specially designed instruction.

East Stroudsburg Area School District  
English Language Arts - Grade 6

**Unit:** ARGUMENTATIVE WRITING

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

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E06.C.1.1.1 E06.C.1.1.2 E06.C.1.1.3 E06.C.1.1.4 E06.C.1.1.5 CC.1.4.6.G CC.1.4.6.H CC.1.4.6.I CC.1.4.6.J CC.1.4.6.K	E06.C.1.1 Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>● Rhetoric of argument</li> <li>● Introducing a precise claim</li> <li>● Reasons and evidence to support claims</li> <li>● Credible sources</li> <li>● Transitional expressions</li> <li>● Formal style</li> <li>● Effective conclusions</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce claim(s) for the intended audience and support the writer’s purpose by organizing the reasons and evidence.</li> <li>● Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>● Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>● Establish and maintain a formal style.</li> <li>● Provide a concluding section that reinforces the claims and reasons presented.</li> </ul>	<ul style="list-style-type: none"> <li>● Argument</li> <li>● Pacing</li> <li>● Claim</li> <li>● Counter-claim / counter-argument</li> <li>● Clear reasons</li> <li>● Relevant evidence</li> <li>● Facts/reasons/details</li> <li>● Transitional words and phrases</li> <li>● Clauses</li> <li>● Sequence</li> <li>● Sensory language</li> <li>● Narration</li> <li>● Point of view</li> <li>● Quotation marks</li> <li>● Writer’s purpose</li> <li>● Conclusion</li> <li>● Focus</li> <li>● Content Organization</li> <li>● Style Conventions</li> <li>● Prewrite</li> <li>● Compose</li> </ul>	<ul style="list-style-type: none"> <li>● Prentice Hall: <i>Writing and Grammar/Communication in Action: Copper Level</i> and Supplemental Materials</li> <li>● <i>Write Source</i></li> <li>● <i>Daily: 6-Trait Writing workbook</i></li> <li>● <i>House Model workbook</i></li> <li>● <i>Four-Square Writing Method workbook Series</i></li> <li>● <i>Sadlier-Oxford: Vocabulary Workshop – Level A</i></li> </ul> <p style="text-align: center;">(continued)</p>	<ul style="list-style-type: none"> <li>● Teacher/technology generated diagnostic, formative, and summative assessments as needed for all levels of student achievement</li> </ul>

East Stroudsburg Area School District  
English Language Arts - Grade 6

Unit: ARGUMENTATIVE WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>CC.1.4.6.L</p> <p>CC.1.4.6.S</p> <p>CC.1.4.6.T</p>	<p>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>(See Grammar &amp; Conventions Unit)</p> <ul style="list-style-type: none"> <li>● Use evidence from a variety of grade-level appropriate texts to support analysis, reflection and research.</li> <li>● With support from peers and adults, use the writing process to produce clear and coherent writing.</li> </ul>	<ul style="list-style-type: none"> <li>● Revise</li> <li>● Edit</li> <li>● Publish/Share</li> <li>● Supporting details</li> <li>● Summarize</li> <li>● Conclusion</li> <li>● Hook</li> <li>● Clincher</li> <li>● Setting</li> <li>● Audience</li> <li>● Evidence</li> <li>● Reasons</li> <li>● Formal style</li> <li>● Credible sources</li> <li>● Thesis statement</li> <li>● Persuade</li> <li>● Supporting evidence</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Great Source: Vocabulary for Achievement</i></li> <li>● <i>Prentice Hall Literature:</i>“Jackie Robinson: Justice At Last;” “Zlatah's Diary” by Zlata Filipovic; “Letter from a Concentration Camp” by Yoshikov Uchida; “Stray” by Cynthia Rylant</li> </ul>	<p>(See page 4)</p>



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E06.B-V.4.1.2 CC.1.2.6.F CC.1.3.6.J	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<ul style="list-style-type: none"> <li>● Interpret figurative language of speech (simile, metaphor, personification, hyperbole) in context.</li> <li>● Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.</li> <li>● Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>.)</li> </ul>		(see pages 4 & 5)	(see page 4)

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Unit: ARGUMENTATIVE WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>CC.1.5.6.A</p> <p>(Speaking &amp; Listening)</p>	<p>Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● present appropriately in formal speaking situations</li> <li>● listen critically</li> <li>● respond intelligently as individuals or in a group discussion</li> <li>● Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> </ul>	<p><b><u>Speaking &amp; Listening Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Active listening</li> <li>● Debate</li> <li>● Fluency</li> <li>● Question</li> <li>● Speaker</li> <li>● Speech</li> <li>● Voice</li> </ul>	<p>(See pages 4 &amp;5)</p>	<p>(See page 4)</p>
<p>CC.1.5.6.B</p>	<p>Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.</p>	<ul style="list-style-type: none"> <li>● Apply critical listening strategies to determine the speaker's argument and claims.</li> <li>● Determine a central idea of a text and how it is conveyed through particular details; provide a summary of</li> </ul>			

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Unit: ARGUMENTATIVE WRITING

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<p>CC.1.5.6.C</p> <p>(Speaking &amp; Listening)</p>	<p>CC.1.5.6.B - <b>CONTINUED</b></p> <p>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.</p>	<p>the text distinct from personal opinions or judgements.</p> <ul style="list-style-type: none"> <li>● Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.</li> <li>● Apply an understanding of the features and formats of diverse media.</li> <li>● Determine both the explicit and the implicit ideas found in non-print texts, including digital texts.</li> <li>● Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media.</li> </ul>		<p>(See pages 4 &amp;5)</p>	<p>(See page 4)</p>

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Unit: ARGUMENTATIVE WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.5.6.D  (Speaking & Listening)	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.	<ul style="list-style-type: none"> <li>● Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience.</li> <li>● Apply an organizational pattern that most effectively emphasizes the main ideas or themes of the presentation.</li> <li>● Include support, (e.g., descriptions, facts, and details) that most effectively emphasizes main ideas or themes of the presentation.</li> </ul>		(See pages 4 &5)	(See page 4)
CC.1.5.6.E	Adapt speech to a variety of contexts and tasks.	<ul style="list-style-type: none"> <li>● Demonstrate control of spoken language by adjusting speech to varying contexts and tasks.</li> </ul>			
CC.1.5.6.F	Include multimedia components and visual displays in presentations to clarify information.	<ul style="list-style-type: none"> <li>● Select or create multimedia and visual displays that enhance presentations and/or clarify ideas.</li> </ul>			



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Unit: ARGUMENTATIVE WRITING

CC.1.5.6.G	CC.1.5.6.F - Continued  Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.	<ul style="list-style-type: none"><li>● Follow fair use policies when incorporating multimedia components from other sources.</li><li>● Demonstrate a command of the conventions of standard English grammar and usage when writing or speaking.</li></ul>			
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**Unit: GRAMMAR AND CONVENTIONS**

**Course Time Prior to PSSA:** Embedded within all writing assignments/instruction

**Overview:** Students will properly use and apply the rules of grammar and conventions through written pieces throughout the year, in order to effectively communicate in the English language.

**Unit Essential Questions:**

1. Why is knowledge and application for proper and appropriate grammar and conventions important for student writing?
2. Can the students properly utilize: verbals, verbs in the active and passive voice, proper sentence formation and structure, comma, ellipsis, and dashes; identify and correct inappropriate shifts.
3. Why are conventions in language essential for consistency in the development of pattern, style, tone and voice?

**PSSA Content Module/Assessment Anchor:**

E06.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

E06.D.1.2 Demonstrate a command of the conventions of the standard English Capitalization, punctuation, and spelling.

E06.D.2.1 Use knowledge of language and its conventions.

**PSSA Eligible Content:**

E06.D.1.1.1 Ensure that pronouns are in the proper case (i.e., subjective, objective, possessive).

E06.D.1.1.2 Use intensive pronouns (e.g., myself, ourselves).

E06.D.1.1.3 Recognize and correct inappropriate shifts in pronoun number and person.

E06.D.1.1.4 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

E06.D.1.1.5 Recognize and correct inappropriate shifts in verb tense

E06.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences

E06.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).

E06.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.

E06.D.1.2.1 Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

E06.D.1.2.2 Spell correctly.

E06.D.1.2.3 Use punctuation to separate items in a series

E06.D.2.1.1 Vary sentence patterns for meaning, reader/listener interest, and style.

E06.D.2.1.2 Maintain consistency in style and tone.

E06.D.2.1.3 Choose words and phrases to convey ideas precisely.

E06.D.2.1.4 Choose punctuation for effect.

E06.D.2.1.5 Choose words and phrases for effect.

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E06.A-V.4.1.1 /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.

- a. 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.
- b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
- c. Determine the meaning of technical words and phrases used in a text.

E06.A-V.4.1.2/E06.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., simile, metaphor, personification, and hyperbole) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stigy, scrimping, economical, unwasteful, thrifty*).

**Pennsylvania Academic Standards:**

CC.1.4.6.F/CC.1.4.6.L/CC.1.4.6.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.6.E/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.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing.

- Vary sentence patterns for meaning, reader/listener interest.
- Use precise language.
- Develop and maintain a consistent voice.

CC.1.2.6.F/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.

CC.1.2.6.J/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.

CC.1.2.6.K/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.

**ISTE Standards:** 1a, 1b, 2a, 2b 3a, 5a, 5b, 6a, 6b

\*See Appendix for complete document

**Unit: GRAMMAR AND CONVENTIONS**

**Career Education and Work Standards:**

13.3 Career Retention and Advancement:

- A. Work Habits
- B. Cooperation and Teamwork
- C. Group Interaction
- E. Time Management
- F. Lifelong Learning

\*See Appendix for complete documents.

**Connecting to Common Core and Other Standards:**

- PA Standards found at [www.pdesas.org/standards/standardsdownloads](http://www.pdesas.org/standards/standardsdownloads)
- National Common Core found at [www.corestandards.org](http://www.corestandards.org)
- Common Core Crosswalk found at <http://www.pdesas.org/standard/pacore>
- ISTE found at [www.iste.org/standards/nets-for-students.aspx](http://www.iste.org/standards/nets-for-students.aspx)
- Career Education and Work found at [www.pacareerstandards.com/](http://www.pacareerstandards.com/)

**ELL Differentiation:** Math & LA specifics found at [www.pde.sas.org/module/sas/curriculumframework/eloverlay.aspx](http://www.pde.sas.org/module/sas/curriculumframework/eloverlay.aspx)  
Generic found at <http://www.easad.net/esl>  
Todos resources found at [www.todos-math.org](http://www.todos-math.org)

**Enrichment:** Students generate a teaching tool that will be used by fellow students. The form this would take can be: iMovie, PowerPoint, Pages document, word document, Podcast, etc.

**Remediation:** Student conferencing and modified task; use Study Island, Compass Learning, Achieve 3000 and Edge remediation classes to provide specially designed instruction.

**IEP/GIEP:** Refer to individual student's education plan under specially designed instruction.

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.5 E06.D.1.1.6 E06.D.1.1.7 E06.D.1.1.8 CC.1.4.6.F CC.1.4.6.L CC.1.4.6.R	E06.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.	Students will be able to: <ul style="list-style-type: none"> <li>● Ensure that pronouns are in the proper case (i.e., subjective, objective, possessive).</li> <li>● Use intensive pronouns (e.g., myself, ourselves).</li> <li>● Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>● Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>● Recognize and correct inappropriate shifts in verb tense</li> <li>● Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences</li> <li>● Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they're</i>).</li> <li>● Ensure subject verb and pronoun-antecedent agreement.</li> </ul>	<ul style="list-style-type: none"> <li>● Nouns</li> <li>● Verbs</li> <li>● Adjectives</li> <li>● Adverbs</li> <li>● Pronouns (Subjective, Objective, and Possessive)</li> <li>● Antecedents</li> <li>● Complete Sentences</li> <li>● Subject/Predicate</li> <li>● Subject/Verb Agreement</li> <li>● Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>● Prentice Hall: <i>Writing and Grammar/Communication in Action: Copper Level</i> and Supplemental Materials</li> <li>● <i>Write Source</i></li> <li>● <i>Daily: 6-Trait Writing workbook</i></li> <li>● <i>House Model</i> workbook</li> <li>● <i>Four-Square Writing Method</i> workbook Series</li> <li>● <i>Sadlier-Oxford: Vocabulary Workshop – Level A</i></li> <li>● <i>Great Source: Vocabulary for Achievement</i></li> <li>● School district approved Videos from teachertube.com, utube.com &amp; District Educational Video Library</li> <li>● Department Moodle Page</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher/technology generated diagnostic, formative, and summative assessments as needed for all levels of student achievement.</li> <li>● Study Island assessments</li> <li>● <a href="http://www.phschool.com">www.phschool.com</a> assessments</li> </ul>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E06.D.1.2.1 E06.D.1.2.2 E06.D.1.2.3 CC.1.4.6.F CC.1.4.6.L CC.1.4.6.R</p> <p>E06.D.2.1.1 E06.D.2.1.2 E06.D.2.1.3 E06.D.2.1.4 E06.D.2.1.5 CC.1.4.6.E CC.1.4.6.K CC.1.4.7.Q</p>	<p>E06.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</p> <p>E06.D.2.1 Use knowledge of language and its conventions.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>● Spell correctly.</li> <li>● Use punctuation to separate items in a series.</li> <li>● Includes skills and understandings assessed in previous grades.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>● Maintain consistency in style and tone.</li> <li>● Choose words and phrases to convey ideas precisely.</li> <li>● Choose punctuation for effect.</li> <li>● Choose words and phrases for effect.</li> </ul>	<ul style="list-style-type: none"> <li>● Conventions</li> <li>● Punctuation (commas, parentheses, dashes)</li> <li>● Restrictive/ Parenthetical Elements</li> <li>● Items in a series</li> <li>● Sentence Patterns</li> <li>● Style</li> <li>● Tone</li> <li>● Voice</li> <li>● Pattern</li> </ul>	<ul style="list-style-type: none"> <li>● ELA Common Core District Moodle Page</li> <li>● Achieve 3000</li> <li>● Study Island</li> <li>● Compass Learning</li> <li>● Kid’s College</li> <li>● Educational Video Library</li> <li>● Inspiration</li> <li>● CPS clickers</li> <li>● Document cameras</li> <li>● Projectors</li> <li>● Mimeo</li> </ul>	<p style="text-align: center;">(see page 4)</p>

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Unit: GRAMMAR AND CONVENTIONS

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E06.A-V.4.1.1 E06.B-V.4.1.1 CC.1.2.6.F CC.1.2.6.J CC.1.2.6.K CC.1.3.6.F CC.1.3.6.I CC.1.3.6.J</p> <p>E06.A-V.4.1.2 E06.B-V.4.1.2 CC.1.2.6.F CC.1.2.6.J CC.1.2.6.K CC.1.3.6.F CC.1.3.6.I CC.1.3.6.J</p>	<p>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.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</li> <li>● Determine the meaning of technical words and phrases used in a text.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.</li> <li>● Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.</li> </ul>	<ul style="list-style-type: none"> <li>● Prefix</li> <li>● Suffix</li> <li>● Affix</li> <li>● Root words</li> <li>● Base Words</li> <li>● Connotation</li> <li>● Denotation</li> <li>● Pronunciation</li> <li>● Context Clues</li> <li>● Technical Words</li> <li>● Figures of speech</li> <li>● Literal v. figurative language</li> <li>● Simile</li> <li>● Metaphor</li> <li>● Personification</li> <li>● Hyperbole</li> </ul>	<p style="text-align: center;">(see pages 4 &amp; 5)</p>	<p style="text-align: center;">(see page 4)</p>

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**Unit: GRAMMAR AND CONVENTIONS**

<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
	(continued)	<ul style="list-style-type: none"> <li>● Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</li> </ul>		(see pages 4 & 5)	(see page 4)



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**Unit: POETRY**

**Course Time Prior to PSSA:** Skills will be spiraled throughout the year; will be embedded within each unit.

**Overview:**

Students will identify the literary devices and techniques used by the author in the selection and determine their appropriateness. Students will identify how elements of a poem interact and how the form or structure contributes to the meaning of a poem. Students will identify literary devices and interpret the underlying meanings of poems.

**Unit Essential Questions:**

1. What is poetry?
2. How is poetry different from prose?
3. What are poetic devices and how are they used to engage readers?
4. What are the elements and structures of poetry that deepen the understanding of poetry?
5. How do you distinguish between various types of figurative language?
6. How do text features and characteristics of figurative language influence reader interpretation?
7. How can you identify and analyze author's use of literary devices such as simile, metaphor, imagery, personification, onomatopoeia and symbolism?
8. How does a reader identify, respond to, analyze, and compare the elements of poetry?

**PSSA Content Module/Assessment Anchor:**

- E06.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
- E06.A-C.2.1 Demonstrate understanding of craft and structure in literature.
- E06.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.
- E06.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

**PSSA Eligible Content:**

- 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.
- E06.A-C.2.1.1 Determine an author's purpose in a text and explain how it is conveyed in the 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.

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**Unit: POETRY**

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 of a specific word choice on meaning and tone.

E06.A-C.3.1.1 Compare and contrast texts in different genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.

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.

a. 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.

b. 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.

a. Interpret figurative language (simile, metaphor, personification, hyperbole) in context.

b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).

**Pennsylvania Academic Standards:**

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.

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.

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.

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.

CC.1.3.6.E Analyze the development of the meaning through the overall structure of the text.

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 text.

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.

CC.1.3.6.I 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 and tools.

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.

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.

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CC.1.5.6A Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

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.

CC.1.5.6.F Adapt speech to a variety of contexts and tasks.

**ISTE Standards:** 1a, 2a, 2b, 3a, 3b, 3c, 4b

\*See Appendix for complete documents.

**Career Education and Work Standards:**

13.3 Career Retention and Advancement:

A. Work Habits

B. Cooperation and Teamwork

C. Group Interaction

E. Time Management

F. Lifelong Learning

\*See Appendix for complete documents.

**Connecting to Common Core and Other Standards:**

PA Standards found at [www.pdesas.org/standards/standardsdownloads](http://www.pdesas.org/standards/standardsdownloads)

National Common Core found at [www.corestandards.org](http://www.corestandards.org)

Common Core Crosswalk found at <http://www.pdesas.org/standard/pacore>

ISTE found at [www.iste.org/standards/nets-for-students.aspx](http://www.iste.org/standards/nets-for-students.aspx)

Career Education and Work found at [www.pacareerstandards.com/](http://www.pacareerstandards.com/)

**ELL Differentiation:** Math & LA specifics found at [www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx](http://www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx)

Generic found at <http://www.easad.net/esl>

Todos resources found at [www.todos-math.org](http://www.todos-math.org)

**Enrichment:** Analysis of poetry using annotation strategies for deeper understanding and comprehension. Students will utilize various sources for poetry and create a portfolio of original poetry, various styles and elements, and explain the figurative language and how it affects the meaning of the piece.

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**Unit: POETRY**

**Remediation:** Use poetry with adolescents in a small group, remedial setting. Oral reading of poems to be recorded on a tape recorder or read for another audience at a later date. Finally, poems serve as models for writing poetry, an activity that can help remedial readers strengthen encoding skills.

**IEP/GIEP:** Refer to individual student’s education plan under specially designed instruction.

<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
<p>E06.A-K.1.1</p> <p>E06.A-K.1.1.1 CC.1.3.6.B</p> <p>E06.A-K.1.1.2 CC.1.3.6.A</p>	<p>Demonstrate understanding of key ideas and details in literature.</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Cite textual evidence to interpret poetry</li> <li>● Make inferences and generalizations</li>   <li>● Identify theme or central idea of a poem</li> <li>● Summarize</li> <li>● Distinct personal opinions or judgments</li> </ul>	<ul style="list-style-type: none"> <li>● Inference</li> <li>● Generalization</li> <li>● Theme</li> <li>● Main idea</li> <li>● Summarize</li> <li>● Opinion</li> <li>● Stanza</li> <li>● Verse</li> <li>● Plot outline</li> <li>● Exposition</li> <li>● Resolution</li> <li>● Characterization</li> <li>● Setting</li> <li>● Imagery</li> <li>● Irony</li> <li>● Narrator</li> <li>● Author’s purpose</li> </ul>	<ul style="list-style-type: none"> <li>● Prentice Hall <i>Literature</i> book</li> <li>● <i>Be a Better Reader</i></li> <li>● Triumph Learning</li> <li>● Teacher selected poems / books</li> <li>● Identify figurative language</li> <li>● <i>Great Books Roundtable – Level 1</i></li> <li>● Identify sound elements in poetry</li> <li>● Illustrate figurative / literal meaning</li> <li>● Writing poetry</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher made evaluations</li> <li>● NWEA tests</li> <li>● Study Island</li> <li>● Try-out tests in <i>How to Get Better Test Scores</i></li> <li>● Rubrics</li> <li>● Student writing</li> <li>● Student illustrations</li> <li>● Analyze poems based on literary devices</li> <li>● Test generator by Exam View</li> </ul>

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Unit: POETRY

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E06.A-K.1.1.3 CC.1.3.6.C</p> <p>E06.A-C.2.1</p> <p>E06.A-C.2.1.1 CC.1.3.6.D</p> <p>E06.A-C.2.1.2 CC.1.3.6.E</p>	<p>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.</p> <p>Demonstrate understanding Craft and structure in literature.</p> <p>Determine an author’s purpose in a text and explain how it is conveyed in the an author develops the point of view of the narrator speaker in a text; describe the effectiveness of the point of view used by the author.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Describe how plot of a poem unfolds</li> <li>● Identify how characters respond or change as plot moves toward resolution</li>   <li>● Determine author’s purpose in text</li> <li>● Identify point of view of narrator or speaker</li>   <li>● Identify theme of poem</li> <li>● Identify setting and plot of poem</li> <li>● Cite evidence that contributes to the development of theme, setting, or plot</li> </ul>	<ul style="list-style-type: none"> <li>● Point of view (first person / third person)</li> <li>● Theme</li> <li>● Fluency</li> <li>● Rhyme</li> <li>● Repetition</li> <li>● Rhythm</li> <li>● Meter</li> <li>● Exaggeration</li> <li>● Metaphor</li> <li>● Simile</li> <li>● Personification</li> <li>● Hyperbole</li> <li>● Alliteration</li> <li>● Onomatopoeia</li> <li>● Idiom</li> <li>● Compare/contrast</li> <li>● Audience</li> <li>● Affixes / roots</li> </ul>	<p style="text-align: center;">(See page 4)</p>	<p style="text-align: center;">(See page 4)</p>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E06.A-C.2.1.3 CC.1.3.6.F</p> <p>E06.A-C.3.1</p> <p>CC.1.3.6.G</p> <p>E06.A-C.3.1.1 CC.1.3.6.H</p>	<p>Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text of a specific word</p> <p>Demonstrate understanding of connections within, between, and/or among texts.</p> <p>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.</p> <p>Compare and contrast texts in different genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.</p>	<ul style="list-style-type: none"> <li>● Identify and define figurative language in poetry</li> <li>● Identify tone of a poem through word choice and connotative meaning</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Compare and contrast written fictional text to various multimedia versions of the text</li> <li>● Compare and contrast poetry</li> </ul>		<p>(See page 4)</p>	<p>(See page 4)</p>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E06.A-V.4.1</p> <p>E06.A-V.4.1.1 CC.1.3.6.F CC.1.3.6.I CC.1.3.6.J</p> <p>E06.A-V.4.1.2 CC.1.3.6.F CC.1.3.6.J</p>	<p>Demonstrate understanding of vocabulary and figurative language in literature.</p> <p>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.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</li> <li>● Determine or clarify meaning of unknown and multiple meaning words and phrases</li> <li>● Interpret figurative language (simile, metaphor, personification, hyperbole) in context.</li> </ul>		<p>(See page 4)</p>	<p>(See page 4)</p>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
	E06.A-V.4.1.2 - <b>CONTINUED</b>	<ul style="list-style-type: none"> <li>● Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to understand each of the words.</li> <li>● Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</li> <li>● Interpret figurative language in context</li> <li>● Use relationship between words to understand each of the words</li> </ul>		(See page 4)	(See page 4)



Unit: RESEARCH

**Course Time Prior to PSSA:** Research will be incorporated within either the argumentative or informational writing units.

**Overview:** Students will learn techniques of literary or informational analysis, reflection, and research and apply them to a written piece.

**Unit Essential Questions:**

1. What are the various techniques of literary or informational analysis, reflection, and research?
2. What are the unique characteristics of literary or informational analysis, reflection, and research?
3. How will various techniques help students develop a piece that analyzes, reflects, and applies research strategies?

**PSSA Content Module/Assessment Anchor:**

**E.1.1:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**PSSA Eligible Content:**

E06.E.1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).

E06.E.1.1.3 Use appropriate and varied transitions to clarify the relationships among ideas and concepts.

E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.

E06.E.1.1.5 Establish and maintain a formal style.

E06.E.1.1.6 Provide a concluding section that follows from the analysis presented.

E06.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrase based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. 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.
- b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- c. 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.

- a. Interpret figurative language of speech (simile, metaphor, personification, hyperbole) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

Unit: RESEARCH

**Pennsylvania Academic Standards:**

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.

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.

CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.6.B Identify and introduce the topic for the intended audience.

CC.1.4.6.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

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.

CC.1.4.6.E/CC.1.4.6.K Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform or explain about the topic
- Use sentences of varying lengths and complexities
- Develop and maintain a consistent voice
- Establish and maintain a formal style

CC.1.4.6.F/CC.1.4.7.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.6.G Write arguments to support claims.

CC.1.4.6.H Introduce and state an opinion on a topic

CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.

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.

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 nonfiction.

CC.1.4.6.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

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

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.

Unit: RESEARCH

**ISTE Standards:** 1a, 1b, 2a, 2b 3a, 5a, 5b, 6a, 6b

\*See Appendix for complete document

**Career Education and Work Standards:**

13.3 Career Retention and Advancement:

- A. Work Habits
- B. Cooperation and Teamwork
- C. Group Interaction
- E. Time Management
- F. Lifelong Learning

\*See Appendix for complete document

**Connecting to Common Core and Other Standards:**

PA Standards found at [www.pdesas.org/standards/standardsdownloads](http://www.pdesas.org/standards/standardsdownloads)

National Common Core found at [www.corestandards.org](http://www.corestandards.org)

Common Core Crosswalk found at <http://www.pdesas.org/standard/pacore>

ISTE found at [www.iste.org/standards/nets-for-students.aspx](http://www.iste.org/standards/nets-for-students.aspx)

Career Education and Work found at [www.pacareerstandards.com/](http://www.pacareerstandards.com/)

**ELL Differentiation:** Math & LA specifics found at [www.pde.sas.org/module/sas/curriculumframework/eloverlay.aspx](http://www.pde.sas.org/module/sas/curriculumframework/eloverlay.aspx)

Generic found at <http://www.easad.net/esl>

Todos resources found at [www.todos-math.org](http://www.todos-math.org)

**Enrichment:** Students generate a teaching tool that will be used by fellow students. This form can be: iMovie, Power Point, Pages document

**Remediation:** Student conferencing and modified task; Study Island, Compass Learning, Edge

**IEP/GIEP:** Refer to individual student's education plan under specially designed instruction.



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<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
<p>CC.1.4.6.S</p> <p>CC.1.4.6.U</p> <p>CC.1.4.6.T</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.</p> <p>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.</p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Read and understand essential content of informational texts in all academic areas</li> <li>● Differentiate fact from opinion utilizing resources that go beyond traditional to electronic media</li> <li>● Draw inferences based on a variety of information sources</li> <li>● Use and understand a variety of media and evaluate the quality of material produced</li> <li>● Use, design, and develop a media project that expands understanding</li> <li>● Produce work in at least one literary genre</li> <li>● With support from peers and adults, use the writing process to produce clear and coherent writing.</li> </ul>	<ul style="list-style-type: none"> <li>● Narration</li> <li>● Point of view</li> <li>● Writer’s purpose</li> <li>● Citation</li> <li>● Sources</li> <li>● MLA Format</li> <li>● Conclusion</li> <li>● Focus</li> <li>● Content</li> <li>● Organization</li> <li>● Style</li> <li>● Conventions</li> <li>● Prewrite</li> <li>● Compose</li> <li>● Revise</li> <li>● Edit</li> <li>● Publish/Share</li> <li>● Supporting details</li> <li>● Summarize</li> <li>● Conclusion</li> <li>● Hook</li> <li>● Clincher</li> <li>● Setting</li> <li>● Audience</li> <li>● Cohesion</li> <li>● Expository</li> <li>● Plagiarism</li> <li>● Quotations</li> </ul>	<ul style="list-style-type: none"> <li>● Research topics can vary per team. Some examples are, but not limited to: Bacteria and viruses (coordinating with science), Career Exploration, Service Learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Definitive body paragraphs with established topic sentences and at least 3 pieces of supporting information as well as transitions</li> <li>● Definitive concluding paragraph with a thesis echo and a clincher.</li> <li>● The entire essay should be written in formal language and avoid usage of the first person</li> <li>● The essay should include a Works Cited page and use proper MLA format.</li> </ul>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.4.6.A  E06.E.1.1.1 E06.E.1.1.2 E06.E.1.1.3 CC.1.4.6.B CC.1.4.6.C CC.1.4.6.D CC.1.4.6.G CC.1.4.6.H CC.1.4.6.I CC.1.4.6.J	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.  E06.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Students will be able to: <ul style="list-style-type: none"> <li>● Introduce text(s) for the intended audience, state a topic</li> <li>● Create an organizational structure in text(s) for the intended audience, state a topic</li> <li>● Create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>● Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).</li> <li>● Use appropriate transitions to clarify the relationships among ideas and concepts.</li> </ul>		(See pages 4 & 5)	We list all of the assessments both formative and summative that could be used in this unit. You should also include diagnostic assessments as appropriate. For example, precursor skills that a student must have in order to complete these tasks might be needed so a pre-test is recommended.

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E06.E.1.1.4 E06.E.1.1.5 E06.E.1.1.6 CC.1.4.6.E CC.1.4.6.F CC.1.4.6.K CC.1.4.6.L	E06.E.1.1 - <b>CONTINUED</b>	Students will be able to: <ul style="list-style-type: none"> <li>● Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>● Establish and maintain a formal style.</li> <li>● Provide a concluding section that follows from the analysis presented.</li> <li>● Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</li> </ul>		(See pages 4 & 5)	(See pages 4-6)

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E06.B-V.4.1.1 CC.1.2.6.F CC.1.2.6.J CC.1.2.6.K	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	Students will be able to: <ul style="list-style-type: none"> <li>● 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.</li> <li>● Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</li> <li>● Determine the meaning of technical words and phrases used in a text.</li> </ul>	<ul style="list-style-type: none"> <li>● prefix</li> <li>● suffix</li> <li>● affix</li> <li>● root words</li> <li>● base words</li> <li>● connotation</li> <li>● denotation</li> <li>● pronunciation</li> <li>● context clues</li> </ul>	(See pages 4 & 5)	(See pages 4-6)
E06.B-V.4.1.2 CC.1.2.6.F CC.1.2.6.J CC.1.2.6.K	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	<ul style="list-style-type: none"> <li>● Interpret figurative language of speech (simile, metaphor, personification, hyperbole) in context.</li> <li>● Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.</li> <li>● Distinguish among the connotations (associations) of words with similar</li> </ul>	<ul style="list-style-type: none"> <li>● figures of speech</li> <li>● literal v. figurative language</li> </ul>		



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		denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).			
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## APPENDIX A

### English Language Arts - Curriculum Sequence Grades 6-8

Reading	English
<p><b>Study Skills</b> (First 1-2 weeks of School) (time management, organization, goal setting, learning styles, study environment, use of agenda books, test taking strategies, mnemonic devices and study tools such as flash cards, acronyms, acrostics, etc.)</p>	<p><b>Personal Narrative</b> (parts of speech, adjectives, verbs) <i>embed poetry</i></p>
<p><b>Reading Literature (Fiction)</b> Text structure (plot development) Point of view, author’s purpose, literary devices and figurative language, theme, characterization, effect of setting on characters, TDA</p>	<p><b>Narrative Writing</b> (continue parts of speech, sentence formation) <i>embed poetry</i></p>
<p><b>Informational/Nonfiction - Expository</b> Main Idea/Supporting details, skimming, scanning, note taking, outlining, review SQ3R, text structure, point of view, author’s purpose, TDA</p>	<p><b>Informational Writing</b> (phrases &amp; clauses) <i>embed poetry</i> Research</p>
<p><b>Informational/Nonfiction – Argumentative &amp; Persuasive</b> Author’s purpose, arguments/evidence Bias &amp; propaganda, fact &amp; opinion, text structure, point of view, tone, mood, TDA</p>	<p><b>Argumentative Writing</b> (editorials, essays, etc) Research</p>
<p><b>Poetry Unit - EMBEDDED IN ALL UNITS</b> Written analysis of poetry (inc. compare/contrast, theme, author’s purpose, mood, tone), TDA</p>	
<p><b>Grammar and Conventions, and Speaking &amp; Listening skills to be embedded throughout ALL units.</b></p>	
<p><b>Vocabulary to be embedded throughout ALL units (inc. prefixes, suffixes, roots, multiple meaning words, synonyms, antonyms, etc.)</b></p>	

**APPENDIX B**

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Study Skills Addendum to be completed during first two weeks of school.

<b>6th Grade</b>	<b>7th Grade</b>	<b>8th Grade</b>
<b>How to Study:</b> <b>Learning styles</b> <b>Mnemonic devices</b> <b>Schedules</b> <b>Study environment</b> <b>Study Materials</b>	How to Study: Learning Styles Mnemonic devices Study Environment Skimming, Scanning, Study Reading Listening Skills	How to Study: Learning Styles Mnemonic devices Skimming, scanning and notetaking - turning notes into an outline. Parts of a textbook
<b>Test Taking Skills:</b> <b>Goal setting</b> <b>Time management</b> <b>Strategies</b>	Test Taking Skills: Goal Setting Time Management Strategies	Test Taking Skills: Goal Setting
<b>Organizational Skills:</b> <b>Class preparation</b> <b>Use of agenda book</b>	Organization Skills: Class preparation Use of agenda book	Organizational Skills: Class preparation Use of agenda book

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

		Introduced	Practiced	Assessed	Retaught/ Reviewed	Reassessed
<b>E06.B</b>	<b>Informational Text</b>					
<b>E06.B-K.1</b>	<b>Key Ideas &amp; Details</b>					
<b>E06.B-K.1.1</b>	<b>Demonstrate understanding of key ideas and details in informational texts.</b>					
Eligible Content 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.					
Eligible Content 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.					
Eligible Content 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).					
<b>Related Standards:</b>						
CC.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.					
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.					
<b>E06.B-C.2</b>	<b>Craft &amp; Structure</b>					
<b>E06.B-C.2.1</b>	<b>Demonstrate understanding of connections within, between, and/or among informational texts.</b>					
Eligible Content 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.					
Eligible Content 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.					
Eligible Content 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.					
<b>Related Standards:</b>						
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.					
CC.1.2.6.E	Analyze the author's structure through the use of paragraphs, chapters, or sections.					
<b>E06.B-C.3</b>	<b>Integration of Knowledge and Ideas</b>					
<b>E06.B-C.3.1</b>	<b>Demonstrate understanding of connections within and/or among informational texts.</b>					
Eligible Content 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).					

6th Grade PA English Language Arts Core Standards - Eligible Content Checklist

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

		Introduced	Practiced	Assessed	Retought/ Reviewed	Reassessed
Eligible Content 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).					
<b>Related Standards:</b>						
CC.1.2.6.H	Evaluate an author’s argument by examining claims and determining if they are supported by evidence.					
CC.1.2.6.I	Examine how two authors present similar information in different types of text.					
<b>E06.B-V.4</b>	<b>Vocabulary Acquisition and Use</b>					
<b>E06.B-V.4.1</b>	<b>Demonstrate understanding of vocabulary and figurative language in informational texts.</b>					
Eligible Content 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.					
	a. 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.					
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i> ).					
	c. Determine the meaning of technical words and phrases used in a text.					
Eligible Content E06.B-V.4.1.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
	a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.					
	b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.					
	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, un wasteful, thrifty</i> ).					
<b>Related Standards:</b>						
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.					
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.					

6th Grade PA English Language Arts Core Standards - Eligible Content Checklist

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

		Introduced	Practiced	Assessed	Retought/ Reviewed	Reassessed
<b>E06.A</b>	<b>Literature Text</b>					
<b>E06.A-K.1</b>	<b>Key Ideas &amp; Details</b>					
<b>E06.A-K.1.1</b>	<b>Demonstrate understanding of key ideas and details in literature.</b>					
Eligible Content 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.					
Eligible Content 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.					
Eligible Content 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.					
<b>Related Standards:</b>						
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.					
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.					
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.					
<b>E06.A-C.2</b>	<b>Craft &amp; Structure</b>					
<b>E06.A-C.2.1</b>	<b>Demonstrate understanding of craft and structure in literature.</b>					
Eligible Content 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.					
Eligible Content 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.					
Eligible Content 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.					
<b>Related Standards:</b>						
CC.1.3.6.D	Determine an author's purpose in a text and explain how it is conveyed in the text.					
CC.1.3.6.E	Analyze how the structure of a text contributes to the development of theme, setting, and plot.					
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.					

6th Grade PA English Language Arts Core Standards - Eligible Content Checklist

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

		Introduced	Practiced	Assessed	Retought/ Reviewed	Reassessed
<b>E06.A-C.3</b>	<b>Integration of Knowledge and Ideas</b>					
<b>E06.A-C.3.1</b>	<b>Demonstrate understanding of connections within, between, and/or among texts.</b>					
Eligible Content 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.					
<b>Related Standards:</b>						
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.					
<b>E06.A-V.4</b>	<b>Vocabulary Acquisition and Use</b>					
<b>E06.A-V.4.1</b>	<b>Demonstrate understanding of vocabulary and figurative language in literature.</b>					
Eligible Content 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.					
	a. 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.					
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i> ).					
Eligible Content E06.A-V.4.1.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
	a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.					
	b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.					
	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).					
<b>Related Standards:</b>						
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.					
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.					
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.					

6th Grade PA English Language Arts Core Standards - Eligible Content Checklist

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

		Introduced	Practiced	Assessed	Retought/ Reviewed	Reassessed
<b>E06.C</b>	<b>Writing</b>					
<b>E06.C.1</b>	<b>Text Types and Purposes</b>					
<b>E06.C.1.1</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>					
Eligible Content E06.C.1.1.1	Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.					
Eligible Content 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.					
Eligible Content E06.C.1.1.3	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.					
Eligible Content E06.C.1.1.4	Establish and maintain a formal style.					
Eligible Content E06.C.1.1.5	Provide a concluding section that reinforces the claims and reasons presented					
<b>Related Standards:</b>						
CC.1.4.6.H	Introduce and state an opinion on a topic.					
CC.1.4.6.I	Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.					
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.					
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.					
	- Develop and maintain a consistent voice					
	- Establish and maintain a formal style.					
<b>E06.C.1.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>					
Eligible Content E06.C.1.2.1	Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.					
Eligible Content E06.C.1.2.2	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.					
Eligible Content E06.C.1.2.3	Use appropriate transitions to clarify the relationships among ideas and concepts.					



6th Grade PA English Language Arts Core Standards - Eligible Content Checklist

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

		Introduced	Practiced	Assessed	Retought/ Reviewed	Reassessed
Eligible Content E06.C.1.2.4	Use precise language and domain-specific vocabulary to inform about or explain the topic.					
Eligible Content E06.C.1.2.5	Establish and maintain a formal style.					
Eligible Content E06.C.1.2.6	Provide a concluding section that follows from the information or explanation presented.					
<b>Related Standards:</b>						
CC.1.4.6.B	Identify and introduce the topic for the intended audience.					
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.					
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.					
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.					
	- Develop and maintain a consistent voice.					
<b>E06.C.1.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</b>					
	Eligible Content 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.				
	Eligible Content E06.C.1.3.2	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.				
	Eligible Content 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.				
	Eligible Content E06.C.1.3.4	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.				
Eligible Content E06.C.1.3.5	Provide a conclusion that follows from the narrated experiences or events.					

6th Grade PA English Language Arts Core Standards - Eligible Content Checklist

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

		Introduced	Practiced	Assessed	Retought/ Reviewed	Reassessed
<b>Related Standards:</b>						
CC.1.4.6.N	Engage and orient the reader by establishing a context and introducing a narrator and/or characters.					
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.					
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.					
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.					
<b>E06.D</b>	<b>Language</b>					
<b>E06.D.1</b>	<b>Conventions of Standard English</b>					
<b>E06.D.1.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage.</b>					
Eligible Content E06.D.1.1.1	Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).					
Eligible Content E06.D.1.1.2	Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).					
Eligible Content E06.D.1.1.3	Recognize and correct inappropriate shifts in pronoun number and person.*					
Eligible Content E06.D.1.1.4	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*					
Eligible Content E06.D.1.1.5	Recognize and correct inappropriate shifts in verb tense.*					
Eligible Content E06.D.1.1.6	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*					
Eligible Content E06.D.1.1.7	Correctly use frequently confused words (e.g., to, too, two; there, their, they're).*					
Eligible Content E06.D.1.1.8	Ensure subject-verb and pronoun-antecedent agreement.*					

6th Grade PA English Language Arts Core Standards - Eligible Content Checklist

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

		Introduced	Practiced	Assessed	Retought/ Reviewed	Reassessed
<b>Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.</b>						
<b>Related Standards:</b>						
CC.1.4.6.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.					
CC.1.4.6.L						
CC.1.4.6.R						
<b>E06.D.1.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</b>					
Eligible Content E06.D.1.2.1	Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*					
Eligible Content E06.D.1.2.2	Spell correctly.					
Eligible Content E06.D.1.2.3	Use punctuation to separate items in a series.*					
<b>Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.</b>						
<b>Related Standards:</b>						
CC.1.4.6.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.					
CC.1.4.6.L						
CC.1.4.6.R						
<b>E06.D.2</b>	<b>Knowledge of Language</b>					
<b>E06.D.2.1</b>	<b>Use knowledge of language and its conventions.</b>					
Eligible Content E06.D.2.1.1	Vary sentence patterns for meaning, reader/listener interest, and style.*					
Eligible Content E06.D.2.1.2	Maintain consistency in style and tone.*					
Eligible Content E06.D.2.1.3	Choose words and phrases to convey ideas precisely.*					
Eligible Content E06.D.2.1.4	Choose punctuation for effect.*					
Eligible Content E06.D.2.1.5	Choose words and phrases for effect.*					

6th Grade PA English Language Arts Core Standards - Eligible Content Checklist

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

		Introduced	Practiced	Assessed	Retought/ Reviewed	Reassessed
<b>Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.</b>						
<b>Related Standards:</b>						
CC.1.4.6.E 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.					
	- Develop and maintain a consistent voice.					
	- Establish and maintain a formal 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.					
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.					
<b>E06.E</b>	<b>Text-Dependent Analysis</b>					
<b>E06.E.1</b>	<b>Evidence-Based Analysis of Text</b>					
<b>E06.E.1.1</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and/or research.</b>					
Eligible Content E06.E.1.1.1	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.					
Eligible Content E06.E.1.1.2	Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).					
Eligible Content E06.E.1.1.3	Use appropriate transitions to clarify the relationships among ideas and concepts.					
Eligible Content E06.E.1.1.4	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.					
Eligible Content E06.E.1.1.5	Establish and maintain a formal style.					
Eligible Content E06.E.1.1.6	Provide a concluding section that follows from the analysis presented.					

6th Grade PA English Language Arts Core Standards - Eligible Content Checklist

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

		Introduced	Practiced	Assessed	Retought/ Reviewed	Reassessed
<b>Eligible Content includes skills and understandings assessed in previous grades.</b>						
<b>Common Core State Standard: Writing 9.a, 9.b (Apply grade 6 reading standards to literary and informational text(s).)</b>						
<b>Related Standards:</b>						
CC.1.4.6.B	Identify and introduce the topic for the intended audience.					
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.					
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.					
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.					
	- Develop and maintain a consistent voice.					
	- Establish and maintain a formal style.					
CC.1.4.6.H	Introduce and state an opinion on a topic.					
CC.1.4.6.I	Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.					
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.					
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.					
	- Develop and maintain a consistent voice					
	- Establish and maintain a formal style.					
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 nonfiction.					

<b>English Language Arts</b> <b>Long Term Transfer Goals</b>	
<i>Transfer goals highlight the effective uses of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school.</i>	
<i>Students will be able to independently use their learning to:</i> <ol style="list-style-type: none"> <li>1. Comprehend and evaluate complex texts across a range of types and disciplines.</li> <li>2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures</li> <li>3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message</li> <li>4. Communicate effectively for varied purposes and audiences.</li> <li>5. Listen actively to engage in a range of conversations, to analyze and synthesize ideas and positions, and to evaluate accuracy in order to learn, reflect, and respond.</li> </ol>	
Big Ideas	Essential Questions
Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader’s purpose influence how text should be read?
Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?
Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.	What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear?
Effective speakers prepare and communicate messages to address the audience and purpose.	How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message?
Effective research requires the use of varied resources to gain or expand knowledge.	What does a reader look for and how can s/he find it? How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does one best present findings?
Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques.	What makes clear and effective writing? Why do writers write? What is the purpose? Who is the audience? What will work best for the audience?
Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.	How do learners make decisions concerning formal and informal language in social and academic settings? How do grammar and the conventions of language influence spoken and written communication?
An expanded vocabulary enhances one’s ability to express ideas and information.	Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary? How does one develop and refine vocabulary?

# ISTE Standards

## Teachers

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

### 1. Facilitate and inspire student learning and creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

### 2. Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

### 3. Model digital age work and learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

#### 4. Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

#### 5. Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

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# ISTE Standards

## Students

### 1. Creativity and innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

### 2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

### 3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

### 4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

## 5. Digital citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

## 6. Technology operations and concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Troubleshoot systems and applications
- d. Transfer current knowledge to learning of new technologies

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# Academic Standards for Career Education and Work



*Pennsylvania Department of Education*

**APPENDIX G**

# Academic Standards for Career Education and Work

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# Academic Standards for Career Education and Work

## **XXXVIII. INTRODUCTION**

The Academic Standards for Career Education and Work reflect the increasing complexity and sophistication that students experience as they progress through school. Career Education and Work Standards describe what students should know and be able to do at four grade levels (3, 5, 8 and 11) in four areas:

- ◆ 13.1 Career Awareness and Preparation
- ◆ 13.2 Career Acquisition (Getting a Job)
- ◆ 13.3 Career Retention and Advancement
- ◆ 13.4 Entrepreneurship

Pennsylvania's economic future depends on having a well-educated and skilled workforce. No student should leave secondary education without a solid foundation in Career Education and Work. It is the rapidly changing workplace and the demand for continuous learning and innovation on the part of the workers that drive the need to establish academic standards in Career Education and Work.

Through a comprehensive approach, Career Education and Work Standards complement all disciplines and other academic standards. If Pennsylvania's students are to succeed in the workplace, there are certain skills that they need to obtain prior to graduation from high school. These skills have been identified in the Career Education and Work Standards, but it is up to individual school districts to decide how they are to be taught. Districts can implement integration strategies within existing disciplines or can implement stand-alone courses to specifically address these standards.

A glossary is included to assist the reader in understanding terminology contained in the standards.

<b>1.1. Career Awareness and Preparation</b>			
<b>13.1.3. GRADE 3</b>	<b>13.1.5. GRADE 5</b>	<b>13.1.8. GRADE 8</b>	<b>13.1.11. GRADE 11</b>
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>			
<p>A. Recognize that individuals have unique interests.</p> <p>B. Identify current personal interests.</p> <p>C. Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing.</p> <p>D. Identify the range of jobs available in the community.</p>	<p>A. Describe the impact of individual interests and abilities on career choices.</p> <p>B. Describe the impact of personal interest and abilities on career choices.</p> <p>C. Relate the impact of change to both traditional and nontraditional careers.</p> <p>D. Describe the range of career training programs in the community such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Two-and-four year colleges</li> <li>• Career and technical education programs at centers (formerly AVTSs) and high schools</li> <li>• CareerLinks</li> <li>• Community/recreation centers</li> <li>• Faith-based organizations</li> <li>• Local industry training centers</li> <li>• Military</li> <li>• Registered apprenticeship</li> <li>• Vocational rehabilitation centers</li> <li>• Web-based training</li> </ul>	<p>A. Relate careers to individual interests, abilities, and aptitudes.</p> <p>B. Relate careers to personal interests, abilities, and aptitudes.</p> <p>C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.</p> <p>D. Explain the relationship of career training programs to employment opportunities.</p>	<p>A. Relate careers to individual interests, abilities, and aptitudes.</p> <p>B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.</p> <p>C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</p> <p>D. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Career days</li> <li>• Career portfolio</li> <li>• Community service</li> <li>• Cooperative education</li> <li>• Graduation/senior project</li> <li>• Internship</li> <li>• Job shadowing</li> <li>• Part-time employment</li> <li>• Registered apprenticeship</li> <li>• School-based enterprise</li> </ul>

<p>E. Describe the work done by school personnel and other individuals in the community.</p> <p>F. Explore how people prepare for careers.</p> <p>G. Explain why education and training plans are important to careers.</p>	<p>E. Describe the factors that influence career choices, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Geographic location</li> <li>• Job description</li> <li>• Salaries/benefits</li> <li>• Work schedule</li> <li>• Working conditions</li> </ul> <p>F. Investigate people’s rationale for making career choices.</p> <p>G. Identify the components of a career plan, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Beginnings of career portfolio</li> <li>• Career goals</li> <li>• Individual interests and abilities</li> <li>• Training/education requirements</li> </ul>	<p>E. Analyze the economic factors that impact employment opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Competition</li> <li>• Geographic location</li> <li>• Global influences</li> <li>• Job growth</li> <li>• Job openings</li> <li>• Labor supply</li> <li>• Potential advancement</li> <li>• Potential earnings</li> <li>• Salaries/benefits</li> <li>• Unemployment</li> </ul> <p>F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.</p> <p>G. Create an individualized career plan including, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Assessment and continued development of career portfolio</li> </ul>	<p>E. Justify the selection of a career.</p> <p>F. Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Associate degree</li> <li>• Baccalaureate degree</li> <li>• Certificate/licensure</li> <li>• Entrepreneurship</li> <li>• Immediate part/full time employment</li> <li>• Industry training</li> <li>• Military training</li> <li>• Professional degree</li> <li>• Registered apprenticeship</li> <li>• Tech Prep</li> <li>• Vocational Rehabilitation Centers</li> </ul> <p>G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.</p>
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<p>H. Explain how workers in their careers use what is learned in the classroom.</p>	<p>and costs</p> <p>H. Connect personal interests and abilities and academic strengths to personal career options.</p>	<ul style="list-style-type: none"> <li>• Career goals</li> <li>• Cluster/pathway opportunities</li> <li>• Individual interests and abilities</li> <li>• Training/education requirements and financing</li> </ul> <p>H. Choose personal electives and extra curricular activities based upon personal career interests, abilities and academic strengths.</p>	<p>H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.</p>
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<b>13.2. Career Acquisition (Getting a Job)</b>			
<b>13.2.3. GRADE 3</b>	<b>13.2.5. GRADE 5</b>	<b>13.2.8. GRADE 8</b>	<b>13.2.11. GRADE 11</b>
<b><i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i></b>			
<p>A. Identify appropriate speaking and listening techniques used in conversation.</p> <p>B. Discuss resources available in researching job opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Internet</li> <li>• Magazines</li> <li>• Newspapers</li> </ul> <p>C. Compose a personal letter.</p>	<p>A. Apply appropriate speaking and listening techniques used in conversation.</p> <p>B. Identify and review resources available in researching job opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Internet</li> <li>• Magazines</li> <li>• Newspapers</li> </ul> <p>C. Compose and compare a business and a personal letter.</p>	<p>A. Identify effective speaking and listening skills used in a job interview.</p> <p>B. Evaluate resources available in researching job opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• CareerLinks</li> <li>• Internet (i.e. O-NET)</li> <li>• Networking</li> <li>• Newspapers</li> <li>• Professional associations</li> <li>• Resource books (that is <i>Occupational Outlook Handbook, PA Career Guide</i>)</li> </ul> <p>C. Prepare a draft of career acquisition documents, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Job application</li> <li>• Letter of appreciation following an interview</li> <li>• Letter of introduction</li> <li>• Request for letter of recommendation</li> <li>• Resume</li> </ul>	<p>A. Apply effective speaking and listening skills used in a job interview.</p> <p>B. Apply research skills in searching for a job.</p> <ul style="list-style-type: none"> <li>• CareerLinks</li> <li>• Internet (i.e. O-NET)</li> <li>• Networking</li> <li>• Newspapers</li> <li>• Professional associations</li> <li>• Resource books (that is <i>Occupational Outlook Handbook, PA Career Guide</i>)</li> </ul> <p>C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Job application</li> <li>• Letter of appreciation following an interview</li> <li>• Letter of introduction</li> <li>• Postsecondary education/training applications</li> <li>• Request for letter of recommendation</li> <li>• Resume</li> </ul>

<p>D. Identify the importance of developing a plan for the future.</p> <p>E. Discuss the importance of the essential workplace skills, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Dependability</li> <li>• Health/safety</li> <li>• Team building</li> <li>• Technology</li> </ul>	<p>D. Identify individualized career portfolio components, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Achievements</li> <li>• Awards/recognitions</li> <li>• Career exploration results</li> <li>• Career plans</li> <li>• Community service involvement/projects</li> <li>• Interests/hobbies</li> <li>• Personal career goals</li> <li>• Selected school work</li> <li>• Self inventories</li> </ul> <p>E. Apply to daily activities, the essential workplace skills, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Commitment</li> <li>• Communication</li> <li>• Dependability</li> <li>• Health/safety</li> <li>• Personal initiative</li> <li>• Scheduling/time management</li> <li>• Team building</li> <li>• Technical literacy</li> <li>• Technology</li> </ul>	<p>D. Develop an individualized career portfolio including components, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Achievements</li> <li>• Awards/recognitions</li> <li>• Career exploration results</li> <li>• Career plans</li> <li>• Community service involvement/projects</li> <li>• Interests/hobbies</li> <li>• Personal career goals</li> <li>• Selected school work</li> <li>• Self inventories</li> </ul> <p>E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Commitment</li> <li>• Communication</li> <li>• Dependability</li> <li>• Health/safety</li> <li>• Laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)</li> <li>• Personal initiative</li> <li>• Self-advocacy</li> <li>• Scheduling/time management</li> <li>• Team building</li> <li>• Technical literacy</li> <li>• Technology</li> </ul>	<p>D. Analyze, revise, and apply an individualized career portfolio to chosen career path.</p> <p>E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Commitment</li> <li>• Communication</li> <li>• Dependability</li> <li>• Health/safety</li> <li>• Laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)</li> <li>• Personal initiative</li> <li>• Self-advocacy</li> <li>• Scheduling/time management</li> <li>• Team building</li> <li>• Technical literacy</li> <li>• Technology</li> </ul>
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<b>13.3. Career Retention and Advancement</b>			
<b>13.3.3. GRADE 3</b>	<b>13.3.5. GRADE 5</b>	<b>13.3.8. GRADE 8</b>	<b>13.3.11. GRADE 11</b>
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>			
<p>A. Identify attitudes and work habits that contribute to success at home and school.</p> <p>B. Identify how to cooperate at both home and school.</p> <p>C. Explain effective group interaction terms, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Compliment</li> <li>• Cooperate</li> <li>• Encourage</li> <li>• Participate</li> </ul> <p>D. Explain how money is used.</p>	<p>A. Explain how student attitudes and work habits transfer from the home and school to the workplace.</p> <p>B. Explain the importance of working cooperatively with others at both home and school to complete a task.</p> <p>C. Identify effective group interaction strategies, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Building consensus</li> <li>• Communicating effectively</li> <li>• Establishing ground rules</li> <li>• Listening to others</li> </ul> <p>D. Explain budgeting.</p>	<p>A. Determine attitudes and work habits that support career retention and advancement.</p> <p>B. Analyze the role of each participant's contribution in a team setting.</p> <p>C. Explain and demonstrate conflict resolution skills:</p> <ul style="list-style-type: none"> <li>• Constructive criticism</li> <li>• Group dynamics</li> <li>• Managing/leadership</li> <li>• Mediation</li> <li>• Negotiation</li> <li>• Problem solving</li> </ul> <p>D. Analyze budgets and pay statements, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Charitable contributions</li> <li>• Expenses</li> <li>• Gross pay</li> <li>• Net pay</li> <li>• Other income</li> <li>• Savings</li> <li>• Taxes</li> </ul>	<p>A. Evaluate personal attitudes and work habits that support career retention and advancement.</p> <p>B. Evaluate team member roles to describe and illustrate active listening techniques:</p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Encouraging</li> <li>• Reflecting</li> <li>• Restating</li> <li>• Summarizing</li> </ul> <p>C. Evaluate conflict resolution skills as they relate to the workplace:</p> <ul style="list-style-type: none"> <li>• Constructive criticism</li> <li>• Group dynamics</li> <li>• Managing/leadership</li> <li>• Mediation</li> <li>• Negotiation</li> <li>• Problem solving</li> </ul> <p>D. Develop a personal budget based on career choice, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Charitable contributions</li> <li>• Fixed/variable expenses</li> <li>• Gross pay</li> <li>• Net pay</li> <li>• Other income</li> <li>• Savings</li> <li>• Taxes</li> </ul>

<p>E. Discuss how time is used at both home and school.</p> <p>F. Identify the changes in family and friend’s roles at -home, at school and in the community..</p> <p>G. Define and describe the importance of lifelong learning.</p>	<p>E. Develop a personal schedule based on activities and responsibilities at both home and school.</p> <p>F. Describe the impact of role changes at home, school, and at work, and how the role changes impact career advancement and retention</p> <p>G. Describe how personal interests and abilities impact lifelong learning.</p>	<p>E. Identify and apply time management strategies as they relate to both personal and work situations.</p> <p>F. Identify characteristics of the changing workplace including Americans with Disabilities Act accommodations, and explain their impact on jobs and employment.</p> <p>G. Identify formal and informal lifelong learning opportunities that support career retention and advancement.</p>	<p>E. Evaluate time management strategies and their application to both personal and work situations.</p> <p>F. Evaluate strategies for career retention and advancement in response to the changing global workplace.</p> <p>G. Evaluate the impact of lifelong learning on career retention and advancement.</p>
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<b>13.4. Entrepreneurship</b>			
<b>13.4.3. GRADE 3</b>	<b>13.4.5. GRADE 5</b>	<b>13.4.8. GRADE 8</b>	<b>13.4.11. GRADE 11</b>
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>			
<p>A. Define entrepreneurship.</p> <p>B. Describe the character traits of successful entrepreneurs, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Creative thinking</li> <li>• Ethical behavior</li> <li>• Leadership</li> <li>• Positive attitude</li> <li>• Risk-taking</li> </ul> <p>C. Describe age-appropriate entrepreneurial opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Bake sale</li> <li>• Crafts</li> <li>• Lemonade stand</li> <li>• Pet care</li> </ul>	<p>A. Identify the risks and rewards of entrepreneurship.</p> <p>B. Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.</p> <p>C. Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Marketing</li> <li>• Production</li> <li>• Research and development</li> <li>• Selection of goods and services</li> </ul>	<p>A. Compare and contrast entrepreneurship to traditional employment, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Benefits</li> <li>• Job security</li> <li>• Operating costs</li> <li>• Wages</li> </ul> <p>B. Evaluate how entrepreneurial character traits influence career opportunities.</p> <p>C. Identify and describe the basic components of a business plan, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Business idea</li> <li>• Competitive analysis</li> <li>• Daily operations</li> <li>• Finances/budget</li> <li>• Marketing</li> <li>• Productive resources (human, capital, natural)</li> <li>• Sales forecasting</li> </ul>	<p>A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.</p> <p>B. Analyze entrepreneurship as it relates to personal character traits.</p> <p>C. Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Community Based Organizations (that is chambers of commerce, trade/technical associations, Industrial Resource Centers)</li> <li>• Financial institutions</li> <li>• School-based career centers</li> </ul>

			<ul style="list-style-type: none"><li>• Small Business Administration services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers)</li><li>• Venture capital</li></ul>
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# Academic Standards for Career Education and Work

## XXXIX. GLOSSARY

Americans with Disabilities Act (Public Law 101-336):	The Americans with Disabilities Act is a federal civil rights law that prohibits discrimination and for ensuring equal opportunity for persons with disabilities in employment, state and local government services, public accommodations, commercial facilities, transportation, and requiring the establishment of tdd/telephone relay services.
Aptitudes:	Capacity to learn and understand.
Associate degree:	A postsecondary degree typically earned within a two-year timeframe.
Baccalaureate degree:	A postsecondary degree, also known as a bachelor’s degree, typically earned within a 4-year timeframe from a college or university.
Benefits:	Something of value that an employee receives in addition to a wage or salary. Examples include health and life insurance, vacation leave, retirement plans, and the like.
Budget:	A financial plan that summarizes anticipated income and expenditures over a period of time.
Business plan:	A prepared document detailing the past, present, and future of an organization.
Career and technical centers:	Schools that educate secondary students and adults through academic instruction, job preparation and acquisition of occupational skills leading to credentials or employment, or both, in specific industries. The centers also provide opportunities for transition to postsecondary education and continuing education.
Career cluster:	A grouping of related occupations, which share similar skill sets.

Career days:	Special events that allow students to meet with employers, career development specialists, community-based organization representatives, and postsecondary educators. Events are designed to encourage students to gain information about careers and job opportunities.
Career plan:	A document developed by the student that identifies a series of educational studies and experiences to prepare them for postsecondary education or work, or both, in a selected career cluster or area.
Career portfolio:	An ongoing, individualized collection of materials (electronic or hard copy) that documents a student's educational performance, career exploration and employment experiences over time. While there is no standard format that a career portfolio must take, it typically includes a range of work, containing assignments by the teacher/counselor and selections by the student. It serves as a guide for the student to transition to postsecondary education or the workplace, or both.
Career retention and advancement:	Career retention is the process of keeping a job. Career advancement is the process of performing the necessary requirements to progress in a career.
CareerLinks:	A cooperative system that provides one-stop delivery of career services to job seekers, employers and other interested individuals.
Certificate/licensure:	A document, issued by associations, employers, educational institutions, government, and the like, confirming that one has fulfilled the requirements and is able to perform to a specified level of proficiency within a career field.
Child Labor Laws:	Legislation governing the employment of children under the age of 18.
Competitive analysis:	A tool that allows a business to identify its competitors and evaluate their respective strengths and weaknesses.
Cooperative education:	A structured method of instruction whereby students alternate or coordinate their high school studies with a job in a field related to their academic or career objectives.



Entrepreneurs:	Individuals who engage in the process of organizing, managing, and assuming the risk of a business or enterprise.
Entrepreneurship:	The process of organizing, managing, and assuming the risks of a business or enterprise.
Fair Labor Standards Act:	A federal law that defines overtime and wage requirements (26 U.S.C.A. §§ 201—219).
Fixed/variable expenses:	Fixed expenses are regular in their timing and amount, and include such things as rent, mortgage, car payment, and insurance. Variable expenses are irregular in their timing and amount, and include such things as food, clothing, home and car maintenance, entertainment, and gifts.
Global influences:	Political and cultural changes, which impact the world and its economy.
Gross pay:	The amount earned before deductions, such as taxes, insurance, and retirement/pension plan.
Industrial Resource Centers:	Non-profit corporations, which provide assistance to improve the competitive position of small-to-medium sized manufacturers.
Internship:	A work experience with an employer for a specified period of time to learn about a particular industry or occupation, which may or may not include financial compensation. The workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation.
Job shadowing:	Typically as part of career exploration activities in late middle and early high school, a student follows an employee for one or more days to learn about a particular occupation or industry. Job shadowing is intended to help students explore a range of career objectives and to possibly select a career pathway.
Labor supply:	The number of persons either working or unemployed and actively seeking work.
Marketing:	The process or technique of promoting, selling, and distributing a product or service.

Material Safety Data Sheets:	Federally mandated listings of all hazardous materials that will impact the health and safety of the workers and that are required to be posted in the workplace.
Mediation:	Third-party intervention between conflicting parties to promote reconciliation, settlement, or compromise.
Net pay:	The amount remaining after deductions, such as taxes, insurance, and retirement/pension plan.
Networking:	The act of exchanging information, contacts, and services.
Non-traditional careers:	Fields of work for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation or field of work.
O*NET:	Occupational Information Network-- is a free public access online web-based system provided by the US Department of Labor, which includes comprehensive up-to-date occupational information including skills, knowledge, abilities and tasks for more than 950 occupations.
Operating costs:	The funds necessary to operate a business, not including the cost of goods sold. This is also referred to as overhead.
OSHA:	The Occupational Safety and Health Administration--A national agency with representatives in each state who monitor health and safety issues in the workplace.
Professional associations:	Organizations of people having common interests.
Professional degree:	A title conferred on students by a college, university or professional school upon completion of a program of study.
Registered apprenticeship:	A formal program registered with the United States Department of Labor's Bureau of Apprenticeship and Training and with the Pennsylvania Apprenticeship Council. This program must follow strict guidelines as to the types of training and amount of training time an apprentice receives and leads directly into occupations requiring such training for entry.

Resume:	A summary of one's personal qualifications, education/training and employment experience.
Salaries/benefits:	Financial compensation paid regularly for services (See "benefits" for definition).
Sales forecasting:	Predicting the number of services or units likely to be sold over a specified period of time.
School-based career centers:	Specialized areas in schools equipped with resources and materials used to research postsecondary and occupational opportunities.
School-based enterprise:	The production of goods or services as part of a school program.
SCORE:	Service Corps of Retired Executives--A Small Business Administration Federally-sponsored program to assist small-to-medium sized companies.
Self inventories:	Evaluations of an individual's strengths, weaknesses, and interests, as it relates to career planning.
Tech Prep:	The name given to programs that offer at least 4 years of sequential course work at the secondary and postsecondary levels to prepare students for technical careers. The curricula are designed to build student competency in academic subjects, as well as to provide broad technical preparation in a career area.
Technical literacy:	The ability of individuals to use existing and emerging technologies, equipment, language, materials, and manuals to participate intelligently in performing tasks related to everyday life, school or job.
Time management strategies:	Scheduling techniques used to effectively and efficiently direct or control activities.
Traditional careers:	Fields of work for which individuals from one gender comprise more than 25% of the individuals employed in each such occupation or field of work.

Unemployment:	Measurement of the number of people who are not working and who are actively seeking work.
Venture capital:	Public or private funds invested in a potentially profitable business enterprise despite risk of loss.
Vocational rehabilitation centers:	Educational facilities that provide life skills and occupational training services for individuals with special needs.
Wages:	Payments of money for labor or services according to contract and on an hourly, daily, or piecework basis.
Web-based training:	Instruction that is available online.
Work habits:	Acquired behaviors that individuals regularly perform in completing tasks related to chores, school or job.
Working conditions:	The environment in which an individual is employed.

## Common Core Shifts in ELA/Literacy: Implications for Students, Teachers, and Administrators

### ELA/Literacy Shift 1: Balancing Informational and Literary Text

Students read a true balance of informational and literary texts. Middle school classrooms are, therefore, places where students access the world- science, social studies, the arts, and literature. At least 50% of what students read is informational.

What the Student Does...	What the Teacher Does...	What the Administrator Does...
<ul style="list-style-type: none"> <li>• Build <b>background knowledge</b> to increase reading skill</li> <li>• Exposure to the world through <b>reading</b></li> <li>• Apply <b>strategies</b> to reading informational text.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students <b>equal numbers</b> of informational and literary texts</li> <li>• Ensure <b>coherent instruction</b> about content</li> <li>• Teach <b>strategies for informational texts</b></li> <li>• Teach <b>“through” and “with” informational texts</b></li> <li>• <b>Scaffold for the difficulties</b> that informational text present to students</li> <li>• <b>Ask students</b>, “What is connected here? How does this fit together? What details tell you that?”</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Purchase and provide</b> equal amounts of informational and literacy text to students</li> <li>• Hold <b>teachers accountable</b> for building student content knowledge through text</li> <li>• Provide PD and co-planning opportunities for <b>teachers to become more intimate</b> with non fiction texts and the way they <b>spiral</b> together</li> </ul>

### ELA/Literacy Shift 2: Knowledge in the Disciplines

Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms- rather than referring to the text, they are expected to learn from what they read.

What the Student Does...	What the Teacher Does...	What the Administrator Does...
<ul style="list-style-type: none"> <li>• Become <b>better readers</b> by building background knowledge</li> <li>• Handle <b>primary source</b> documents with confidence</li> <li>• <b>Infer</b>, like a detective, where the <b>evidence</b> is in a text to support an argument or opinion</li> <li>• See the <b>text itself as a source of evidence</b> (what did it say vs. what did it not say?)</li> </ul>	<ul style="list-style-type: none"> <li>• Shift identity: <b>“I teach reading.”</b></li> <li>• Stop <b>referring</b> and summarizing and start reading</li> <li>• <b>Slow down</b> the history and science classroom</li> <li>• Teach <b>different approaches</b> for different types of texts</li> <li>• Treat the text itself as a <b>source of evidence</b></li> <li>• Teach students to <b>write about evidence</b> from the text</li> <li>• Teach students to support their <b>opinion with evidence</b>.</li> <li>• Ask: “How do you know? Why do you think that? <b>Show me in the text</b> where you see evidence for your opinion.”</li> </ul>	<ul style="list-style-type: none"> <li>• Support and demand the role of <b>all teachers</b> in advancing students’ literacy</li> <li>• Provide guidance and support to ensure the shift to informational texts for 6-12</li> <li>• Give teachers <b>permission</b> to slow down and deeply study texts with students</li> </ul>

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### ELA/Literacy Shift 3: Staircase of Complexity

In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. Students read the central, grade appropriate text around which the instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and apply appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.

What the Student Does...	What the Teacher Does...	What the Administrator Does...
<ul style="list-style-type: none"> <li>• Read to see what more they can find and learn as they <b>re-read</b> texts again and again</li> <li>• Read material at <b>own level to build joy</b> of reading and pleasure in the world</li> <li>• Be persistent despite challenges when reading; good readers <b>tolerate frustration</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ensure students are engaged in more <b>complex texts</b> at every grade level</li> <li>• Engage students in <b>rigorous conversation</b></li> <li>• Provide experience with complex texts</li> <li>• Give students <b>less to read</b>, let them re-read</li> <li>• Use <b>leveled texts</b> carefully to build independence in struggling readers</li> <li>• <b>More time</b> on more complex texts</li> <li>• Provide <b>scaffolding</b></li> <li>• Engage with <b>texts w/ other adults</b></li> <li>• Get kids <b>inspired and excited</b> about the beauty of language</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that complexity of text <b>builds from grade to grade.</b></li> <li>• Look at <b>current scope and sequence</b> to determine where/how to incorporate greater text complexity</li> <li>• Allow and encourage teachers to build a <b>unit</b> in a way that has students scaffold to more complex texts over time</li> <li>• Allow and encourage teachers the opportunity to share <b>texts with students that may be at frustration level</b></li> </ul>

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### ELA/Literacy Shift 4: Text Based Answers

Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.

What the Student Does...	What the Teacher Does...	What the Administrator Does...
<ul style="list-style-type: none"> <li>• Go back to text to find evidence to <b>support their argument</b> in a thoughtful, careful, precise way</li> <li>• Develop a <b>fascination with reading</b></li> <li>• Create own <b>judgments and become scholars</b>, rather than witnesses of the text</li> <li>• Conducting reading as a close reading of the text and engaging with the author and what the <b>author is trying to say</b></li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate <b>evidence based conversations</b> with students, dependent on the text</li> <li>• Have discipline about <b>asking students where in the text</b> to find evidence, where they saw certain details, where the author communicated something, why the author may believe something; show all this in the words from the text.</li> <li>• <b>Plan and conduct rich conversations</b> about the stuff that the writer is writing about.</li> <li>• <b>Keep students in the text</b></li> <li>• Identify questions that are text-dependent, <b>worth asking/exploring</b>, deliver richly.</li> <li>• Provide students the <b>opportunity to read</b> the text, encounter references to another text, another event and to dig in more deeply into the text to try and figure out what is going on.</li> <li>• Spend much more time preparing for instruction by <b>reading deeply</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow <b>teachers the time to spend more time with students writing about the texts they read- and to revisit the texts to find more evidence</b> to write stronger arguments.</li> <li>• <b>Provide planning time</b> for teachers to <b>engage with the text</b> to prepare and identify appropriate text-dependent questions.</li> <li>• <b>Create working groups to establish common understanding for what to expect from student writing</b> at different grade levels for text based answers.</li> <li>• Structure <b>student work protocols</b> for teachers to compare student work products; particularly in the area of providing evidence to support arguments/conclusions.</li> </ul>

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### ELA/Literacy Shift 5: Writing from Sources

Writing needs to emphasize the use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.

What the Student Does...	What the Teacher Does...	What the Administrator Does...
<ul style="list-style-type: none"> <li>• Begin to <b>generate own informational</b> texts</li> </ul>	<ul style="list-style-type: none"> <li>• Expect that students will generate their own informational texts (spending much less time on <b>personal narratives</b>)</li> <li>• Present opportunities to write from <b>multiple sources</b> about a single topic.</li> <li>• Give <b>opportunities to analyze, synthesize</b> ideas across many texts to draw an opinion or conclusion.</li> <li>• Find ways to push towards a style of writing where the <b>voice comes from drawing on powerful, meaningful evidence.</b></li> <li>• Give <b>permission</b> to students to start to have their own reaction and draw their own connections.</li> </ul>	<ul style="list-style-type: none"> <li>• Build teacher capacity and hold teachers accountable to move students towards <b>informational writing</b></li> </ul>

### ELA/Literacy Shift 6: Academic Vocabulary

Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.

What the Student Does...	What the Teacher Does...	What the Administrator Does...
<ul style="list-style-type: none"> <li>• Spend more time learning words across “webs” and <b>associating words with others</b> instead of learning individual, isolated vocabulary words.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop students’ ability to <b>use and access words</b> that show up in everyday text and that may be slightly out of reach</li> <li>• Be <b>strategic</b> about the kind of vocabulary you’re developing and figure out which words fall into which categories- tier 2 vs. tier 3</li> <li>• Determine the words that students are going to read <b>most frequently</b> and spend time mostly on those words</li> <li>• <b>Teach fewer words</b> but teach the webs of words around it</li> <li>• Shift attention on how to plan vocabulary meaningfully using tiers and <b>transferability</b> strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training to teachers on the shift for <b>teaching vocabulary</b> in a more meaningful, effective manner.</li> </ul>