

ENGLISH PLANNED COURSE – GRADE 6 BASIC

Unit: **Grammar**

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

PSSA Anchor: **See Checklist**

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

Course Content	Student Performance	Resources	Assessments
A. Parts of Speech <ul style="list-style-type: none"> Nouns Chapter 14 Pronouns Chapters 14, and 23 Verbs Chapters 15, and 22 Adjectives Chapters 16, and 25 Adverbs Chapters 16, and 25 Prepositions Chapter 17 Conjunctions Chapter 18 Interjections Chapter 18 B. Capitalization Chapter 27	<ul style="list-style-type: none"> Locate appropriate texts Identify and use Common organizational structures and graphic features to comprehend information Understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing Demonstrate fluency and comprehension in reading Self correct mistakes Read and understand essential content of informational text and documents in all academic areas 	<ul style="list-style-type: none"> <u>Prentice Hall Writing and Grammar</u> (Copyright 2004) <i>Prentice Hall Online Essay Scorer</i> Prentice provided audio CD's, tapes, videos, unit resources <i>Prentice Hall Writing and Grammar Exercise Workbook</i> <i>Write Source</i> Supplemental materials provided by teacher 	<ul style="list-style-type: none"> Text exercises Teacher made tests and quizzes Prentice Hall tests and quizzes Prentice Hall Online Essay Scorer Worksheets Student / teacher generated essays Response to PSSA prompts and/or teacher generated prompts. Alternative/ technology projects
C. Quotation Marks Chapter 26.4			
D. Dialogue Chapter 26.4			

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Appendix: **A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 8**

B. PSSA Reading Assessment Anchors Checklists

C. PSSA Writing Rubrics

D. PSSA Reading Rubric

E. PSSA Assessment Anchor Glossary

Course Content	Student Performance	Resources	Assessments
E. Glossary Terms <ul style="list-style-type: none">• Accuracy• Appositive• Conventions of language• Compound word• Dialogue• Possessive• Syntax	<ul style="list-style-type: none">• Edit writing using the conventions of language: spell common frequently used words correctly, use capital letters correctly, punctuate correctly, use all parts of speech properly, and use complete sentences• Listen to others• Speak using skills appropriate to formal speech situations pronouncing words correctly• Contribute to discussions• Analyze the role and place of standard American English in speech, writing, and literature		

ENGLISH PLANNED COURSE – GRADE 6 BASIC

Unit: **Writing**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
1.2.11 Reading Critically in all Content Areas
1.3.11 Reading, Analyzing, and Interpreting Literature
1.4.8 Types of Writing
1.5.8 Quality of Writing
1.6.8 Speaking and Listening
1.7.8 Characteristics and Functions of the English Language

PSSA Anchor: **See Checklist**

Appendix: **A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 8**

B. PSSA Reading Assessment Anchors Checklists

C. PSSA Writing Rubrics

D. PSSA Reading Rubric

E. PSSA Assessment Anchor Glossary

Course Content	Student Performance	Resources	Assessments
A. Introduction to Writing Chapters 1, 2, 3 B. Narrative Writing Chapter 4 C. Descriptive Writing Chapter 6 D. Persuasive Writing Chapter 7 E. Comparison/Contrast Writing Chapter 8 F. Cause & Effect Writing Ch. 9 G. How To Writing Chapter 10 H. Response to Literature Writing Chapter 12 I. Writing for Assessment Chapter 13 J. Glossary Terms <ul style="list-style-type: none"> Accuracy Assertion Author's purpose Cause and Effect Compare Conclusion 	<ul style="list-style-type: none"> Write a minimum of two, three paragraph essays that will be scored online from the Prentice Hall Online Essay Scorer Write a minimum of four teacher scored essays Write one research piece Teacher chooses from the following categories: <ul style="list-style-type: none"> Narrative writing Descriptive writing Persuasive writing Comparison/contrast writing Cause & effect writing How to response to Literature writing Writing for assessment Use an MLA heading Write a complete sentence Write a three to five sentence paragraph with topic sentence 	<ul style="list-style-type: none"> <u>Prentice Hall Writing and Grammar</u> (Copyright 2004) Additional supplemental Prentice Hall materials <i>Prentice Hall Writing and Grammar Exercise Workbook</i> <i>Prentice Hall Online Essay Scorer</i> <i>Write Source</i> Supplemental materials provided by teacher <i>Four Square Writing Method</i> <i>Four Square Personal Writing Coach</i> Prentice Hall provided audio, CD's, tapes, videos, and unit resources 	<ul style="list-style-type: none"> Text Exercises Teacher made tests and quizzes Prentice Hall tests and quizzes Prentice Hall Online Essay Scorer Worksheets Student / teacher generated essays Alternative/technology projects Oral/ individual group project(s)/ presentations

ENGLISH PLANNED COURSE – GRADE 6 BASIC

Unit: **Writing**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
1.2.10 Reading Critically in all Content Areas
1.3.10 Reading, Analyzing, and Interpreting Literature
1.4.8 Types of Writing
1.5.8 Quality of Writing
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Appendix: **A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 8**
B. PSSA Reading Assessment Anchors Checklists
C. PSSA Writing Rubrics
D. PSSA Reading Rubric
E. PSSA Assessment Anchor Glossary

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Content Contrast Conventions of language Descriptive text Evaluate Explanatory sentence Expository text Fluency Focus Generalization Graphic organizer Main idea Multiple meaning words Organization Problem/solution Persuasive tactics Sentence fluency Style Syntax Thesis Voice 	<ul style="list-style-type: none"> Write an effective introduction of at least three sentences, using the funnel method Write an effective conclusion of at least two sentences, using the inverted funnel method Write a body paragraph of at least four to six sentences Master the paragraph. Write a guided three paragraph essay Write a minimum of 4-6 sentence body paragraph Attain proficiency in PSSA writing prompts Identify/use common organizational structures and graphic features to comprehend information Understand specialized vocabulary in content areas during reading; use these words accurately in speaking and writing 		

ENGLISH PLANNED COURSE – GRADE 6 BASIC

Unit: **Writing**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
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E. PSSA Assessment Anchor Glossary

Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> • Read and understand essential content of informational texts • Produce work in at least one literary genre • Write multi paragraph informational pieces • Write persuasive pieces (Include clearly stated position or opinion, convincing evidence to support opinion) • Write with sharp, distinct focus; identify topic, task and audience; establish single point of view • Write using content appropriate for topic • Employ most effective format for purpose and audience • Write paragraph that has details and information specific to topic and relevant to focus • Write with controlled organization; sustain logical order within sentences, using meaningful transitions 		

ENGLISH PLANNED COURSE – GRADE 6 BASIC

Unit: **Writing**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
1.2.11 Reading Critically in all Content Areas
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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> Establish topic and purpose (introduction) in the paragraph. Write a relevant conclusion Write with an understanding of stylistic aspects of composition; use different types and lengths of sentences Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, and word choice Edit writing using conventions of language Spell common, frequently used words correctly; use capital letters correctly; punctuate correctly-periods, comma, exclamation points, question marks, quotation marks, apostrophes 		

ENGLISH PLANNED COURSE – GRADE 6 BASIC

Unit: **Writing**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
1.2.13 Reading Critically in all Content Areas
1.3.13 Reading, Analyzing, and Interpreting Literature
1.4.8 Types of Writing
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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly • Use complete sentences (simple, compound) • Present and/or defend written work for publication when appropriate • Listen to others; ask probing questions; analyze information, ideas, opinions to determine relevancy; take notes when needed • Speak using skills appropriate to formal speech situations; use complete sentences; pronounce words correctly; adjust volume to purpose and audience; adjust pace to convey meaning; add stress and inflection to enhance meaning 		

ENGLISH PLANNED COURSE – GRADE 6 BASIC

Unit: **Writing**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
1.2.14 Reading Critically in all Content Areas
1.3.14 Reading, Analyzing, and Interpreting Literature
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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> Contribute to discussions; ask relevant questions; respond with relevant information, ideas or reasons in support of opinions expressed Listen and acknowledge the contributions of others Adjust tone and involvement to encourage participation; clarify, illustrate, or expand on response when asked; present support for opinions; paraphrase or summarize when prompted Participate in small/large group discussions and presentations Use media for learning purposes Analyze role and place of Standard English in speech, writing, literature 		

ENGLISH PLANNED COURSE – GRADE 6 BASIC

Unit: **Research**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
1.2.8 Reading Critically in all Content Areas
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1.5.8 Quality of Writing
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1.7.8 Characteristics and Functions of the English Language
1.8.8 Research

PSSA Anchor: **See Checklist**

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Course Content	Student Performance	Resources	Assessments
A. Research Report/Project Chapter 11 B. Citing Sources and Preparing Manuscripts pages 724-728 C. Internet Research and handbook pages 729-733 D. Teacher generated research questions in outline form E. Teacher guided research report/project F. MLA heading and Work Cited G. Glossary terms: <ul style="list-style-type: none"> Accuracy Analysis Assertion Author's purpose Conclusion Conventions of language Evaluate 	<ul style="list-style-type: none"> Answer teacher generated research questions in outline form Go to the library and locate a minimum of three sources, with at least one online Include two to three main ideas with supporting details. Write three to five sentences which will make up the body Summarize and paraphrase main ideas and supporting details Write a multi-paragraph report/completed project Add MLA heading and Works Cited Write an effective introduction of at least three sentences, using the funnel method Write an effective conclusion of at least 2 sentences, using inverted funnel method Write body paragraph of at least 4-6 sentences 	<ul style="list-style-type: none"> <u>Prentice Hall Writing and Grammar</u> (Copyright 2004) Additional supplemental Prentice Hall materials <i>Prentice Hall Writing and Grammar Exercise Workbook</i> <i>Write Source</i> Supplemental materials provided by teacher <i>Four Square Writing Methods</i> <i>Four Square Personal Writing Coach</i> Library Technologies / computer on-line sources and other sources Citationmachine.net Noodlebib.com Prentice Hall provided audio, CD's, tapes, videos, unit resources 	<ul style="list-style-type: none"> Text exercises Teacher made tests and quizzes Prentice Hall tests and quizzes Worksheets Student / teacher generated essays Alternative/technology project(s) Oral Individual/ group project(s)/ presentation(s) Peer response groups Teacher assessment/rubrics Self evaluation / Self editing/ reflection Peer/outside audience editing Conferencing Preliminary Works Cited Review of rough drafts Review of revised drafts

ENGLISH PLANNED COURSE – GRADE 6 BASIC

Unit: **Research**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
1.2.9 Reading Critically in all Content Areas
1.4.8 Types of Writing
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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Expository text Fluency Focus Generalization Graphic organizer Headings, graphics, and charts Informational text Main idea Multiple meaning words Paraphrase Plagiarism Primary source Print media Research Style Summarize Thesis Validity Voice 	<ul style="list-style-type: none"> Master the paragraph Write a guided three paragraph essay Write a minimum of 4-6 sentence body paragraph Identify and use common organizational structures and graphic features to comprehend information Understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing Read and understand essential content of informational texts and documents Differentiate fact from opinion utilizing resources that go beyond traditional text to electronic media Distinguish between essential /non essential information across the text and going beyond text 	<ul style="list-style-type: none"> Supplemental materials provided by teacher as needed. 	<ul style="list-style-type: none"> Final research project <i>Prentice Hall Online Essay Scorer</i> Teacher assessment Rubrics Response to PSSA and/ or teacher generated prompts

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Unit: **Research**

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> • Use and understand a variety of media and evaluate the quality of material produced • Write multi paragraph informational and/or persuasive project or report • Write with a sharp, distinct focus: identify topic, task, and audience; establish a single point of view • Write using content appropriate for the topic gather and organize information; write paragraphs that have details specific to topic and are focused • Write with controlled organization: sustain logical order within sentences and between paragraphs using transitions; establish topic and purpose in introduction; reiterate topic and purpose in conclusion • Write with an understanding of stylistic aspects of composition; use different types and lengths of sentences 		

ENGLISH PLANNED COURSE – GRADE 6 BASIC

Unit: **Research**

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, and word choice Edit writing using conventions of language: spell common, frequently used words correctly; use capital letters correctly; punctuate correctly Use parts of speech correctly Use complete sentences (simple, compound) Present/defend written work for publication when appropriate Listen to others Speak using skills appropriate to formal speech situations: use complete sentences; pronounce words correctly; adjust volume to purpose and audience Contribute meaningfully to discussions Take notes when needed 		

ENGLISH PLANNED COURSE – GRADE 6 BASIC

Unit: **Research**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> Participate in small/large group discussions and presentations Use media for learning purposes Analyze role and place of Standard English in speech, writing, and literature Locate information using appropriate sources and strategies: <ul style="list-style-type: none"> Determine valid and essential resources for topic Use tables of contents, indices, key words, cross-references, appendices Use traditional and electronic search tools Organize, summarize and present main ideas from research: Identify steps necessary to carry out a research project Take relevant notes from sources Develop guided thesis statement 		

ENGLISH PLANNED COURSE – GRADE 6 BASIC

Unit: **Research**

- State Curriculum Standard: **1.1.8 Learning to Read Independently**
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1.5.8 Quality of Writing
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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none">Give formal credit for others' ideas, images or information using a Works Cited page		

ENGLISH PLANNED COURSE – GRADE 6 BASIC

Unit: **Vocabulary**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
1.5.8 Quality of Writing
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Course Content	Student Performance	Resources	Assessments
<p>A. Vocabulary-Word Skills Level 6-Gold</p> <p>B. Dictionary Skills Chapter 29.2</p> <p>C. Glossary Terms:</p> <ul style="list-style-type: none"> • Affix • Antonym • Context clues • Inflectional endings • Multiple meaning words • Phonics • Prefix • Suffix • Context clues • Root word • Synonym • Target words 	<ul style="list-style-type: none"> • View vocabulary units as cumulative • Expand a reading vocabulary by identifying and correctly using new words through the study of their relationship to other words • Use dictionary and thesaurus effectively • Spell all vocabulary words correctly • Spell commonly used words correctly • Analyze the role and place of standard American English in speech, writing, and literature 	<ul style="list-style-type: none"> • <i>Wordskills</i> • <i>Write Source</i> • Supplemental materials provided by the teacher as needed 	<ul style="list-style-type: none"> • Text exercises • Teacher made tests and quizzes • McDougal Littell tests and quizzes • Worksheets • <i>Wordskills</i> workbook • Student/ teacher generated essays

ENGLISH PLANNED COURSE – GRADE 6 BASIC

Unit: **PSSA Preparation**

State Curriculum Standard: **1.4.8 Types of Writing**
1.5.8 Quality of Writing
1.6.8 Speaking and Listening
1.7.8 Characteristics and Functions of the English Language

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Appendix: **A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 8**
B. PSSA Reading Assessment Anchors Checklists
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Course Content	Student Performance	Resources	Assessments
A. Various Sample Essays to Edit and Revise B. Multiple Choice Questions in Editing and Revising C. Writing to the Domains D. Writing to the Rubrics E. Glossary Terms <ul style="list-style-type: none"> Conventions of language Focus Content Organization Sentence fluency Style Tone Voice 	<ul style="list-style-type: none"> Write multi paragraph informational pieces Write persuasive pieces. Write with a sharp, distinct focus: identify topic, task, and audience; establish a single point of view Write using well developed content appropriate for the topic Write paragraphs that have details and information specific to the topic and relevant to the focus Write with controlled and/or subtle organization Sustain a logical order within sentences and between paragraphs using meaningful transitions Establish topic and purpose in the introduction Reiterate the topic and purpose in the conclusion 	<ul style="list-style-type: none"> <i>Better Test Scores for PSSA Writing</i> <i>PSSA Prep Grade 6-Editing and Revising</i> <i>Write Source</i> <i>Four Square Writing Methods</i> <i>Four Square Personal Writing Coach</i> Supplemental materials provided by teacher as needed. 	<ul style="list-style-type: none"> Text Exercises Teacher made tests and quizzes Worksheets Student / teacher generated essays Response to PSSA and/or teacher generated prompts <i>Prentice Hall Online Essay Scorer</i>

ENGLISH PLANNED COURSE – GRADE 6 BASIC

Unit: **PSSA Preparation**

State Curriculum Standard: **1.4.8 Types of Writing**
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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> • Write with an understanding of the stylistic aspects of composition; use different types and lengths of sentences • Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, and word choice • Edit writing using the conventions of language: spell common, frequently used words correctly; use capital letters correctly; punctuate correctly • Use parts of speech • Use complete sentences • Listen to others • Contribute to discussions • Analyze the role and place of Standard American English in speech, writing, and literature • Attain proficiency in PSSA writing 		

ENGLISH PLANNED COURSE – Grade 6 Basic

Text and Resource List

- Prentice Hall Writing and Grammar Copper Level (Copyright 2004)
- Prentice Hall materials
- *Prentice Hall Writing and Grammar Exercise Workbook*
- *Better Test Scores for PSSA Writing*
- *PSSA Prep Grade 6-Editing and Revising* (Queue)
- Wordskills Vocabulary- Grade 6 (gold)- McDougal /Little
- *Write Source*
- *Four Square Writing Method*
- *Four Square Personal Writing Coach*
- Prentice Hall provided audio, CD's, tapes, videos, unit resources
- Supplemental materials provided by teacher
- *Prentice Hall Online Essay Scorer*