

PLANNED COURSE –6TH GRADE ENGLISH PROFICIENT

Unit: **Grammar**

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

PSSA Anchor: **See Checklist**

Appendix:

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

Course Content	Student Performance	Resources	Assessments
A Parts of Speech <ul style="list-style-type: none"> Nouns Chapter 14 Pronouns 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 C Quotation Marks Chapter 26.4 D Dialogue Chapter 26.4 E Glossary Terms: <ul style="list-style-type: none"> Accuracy Appositive Conventions of Language Compound word 	<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 Edit writing using the conventions of language: <ul style="list-style-type: none"> Spell common, frequently used words correctly Use capital letters correctly Punctuate correctly 	<ul style="list-style-type: none"> <i>Prentice Hall Writing and Grammar</i> <i>Prentice Hall Writing and Grammar Exercise Workbook</i> Prentice Hall provided audio, CD's, tapes, videos, unit resources Prentice Hall Online Essay Scorer <i>Write Source</i> Supplemental materials provided by teacher as needed 	<ul style="list-style-type: none"> Text Exercises Teacher made tests and quizzes Prentice Hall tests and quizzes Prentice Hall Online Essay Scorer Worksheets Student/teacher generated essays Response to PSSA and/or teacher generated prompts Alternative/technology projects

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none">• Dialogue• Possessive• Syntax	<ul style="list-style-type: none">• Use all parts of speech correctly• 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 language in speech writing and literature		

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Unit: **Writing**

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Course Content	Student Performance	Resources	Assessments
A Introduction to Writing Chapters 1, 2, and 3 B Narrative Writing Chapter 4 C Descriptive Writing Chapter 6 D Persuasive Writing Chapter 7 E Comparison and Contrast Writing Chapter 8 F Cause and Effect Writing Chapter 9 G How To Writing Chapter 10 H Response To Literature Writing Chapter 12 I Writing for Assessment Chapter 13 J Glossary Terms: <ul style="list-style-type: none"> • Accuracy • Assertion • Author's Purpose • Author's Thesis • 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 project with the teacher chooses from the following categories: <ul style="list-style-type: none"> • Narrative Writing • Descriptive Writing • Persuasive Writing • Comparison and Contrast Writing • Cause and Effect Writing • How To Response To Literature Writing • Writing for Assessment • Use an MLA heading 	<ul style="list-style-type: none"> • <i>Prentice Hall Writing and Grammar</i> • <i>Prentice Hall Writing and Grammar Exercise Workbook</i> • <i>Four Square Writing Method</i> • <i>Four Square Personal Writing Coach</i> • <i>Write Source</i> • Prentice Hall provided audio, CD's, tapes, videos, unit resources • Prentice Hall Online Essay Scorer • Supplemental materials provided by teacher as needed 	<ul style="list-style-type: none"> • Text Exercises • Teacher made tests and quizzes • Prentice Hall tests and quizzes • Prentice Hall Online Essay Scorer • Worksheets • Student/teacher generated essays • Response to PSSA and/or teacher generated prompts • Alternative/technology projects(s) • Oral individual/group project(s)/ presentation(s)

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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 	<ul style="list-style-type: none"> Write an effective introduction of at least three to four sentences using the funnel method Write an effective conclusion of at least three sentences using an inverted funnel Write a body paragraph of at least five to eight sentences. Independently write a three-paragraph essay Write a guided five- paragraph essay Attain proficiency in PSSA writing prompts Read and understand essential content of informational text Identify and use common organizational structures and graphic features to comprehend information 		

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Voice 	<ul style="list-style-type: none"> Understand specialized vocabulary in the content areas during reading and use these words accurately in speaking and writing Produce work in at least one literary genre Write multi-paragraph informational pieces Write persuasive pieces: include a clearly stated position or opinion; include convincing, elaborated, and/or properly cited evidence; develop reader interest 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: 		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none">• Gather, determine validity and reliability of and organize information;• Employ the most effective format for purpose and audience;• Write paragraphs that have details and information specific to the topic and relevant the focus• Write with controlled organization: sustain a logical order within sentences and between paragraphs using meaningful transitions; establish topic and purpose in the introduction, reiterate the topic and purpose in the conclusion		

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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 nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none">• Use complete sentences• Present and/or defend written work for publication.• Read and understand essential content of informational texts in all academic areas• Produce work in at least one literary genre that follows the conventions of the genre• Listen to others: ask probing questions and take notes when needed• Speak using skills appropriate to speech situations: use complete sentences, pronounce words correctly, adjust volume to purpose and audience, adjust pacing to convey meaning		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none">• Contribute to discussions: listen to and acknowledge the contributions of others, clarify, illustrate or expand on a response when asked, present support for opinions, paraphrase and summarize, when prompted• Participate in small and large group discussions and presentations• Use media for learning purposes• Analyze the role and place of standard American English language in speech writing and literature		

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Course Content	Student Performance	Resources	Assessments
A Research Report/ Project Chapter 11 B Citing Sources and Preparing Manuscript pages 724-728 C Internet Research Handbook pages 729-733 D Teacher generated research questions E Teacher guided research project F MLA heading and Works Cited G Glossary Terms <ul style="list-style-type: none"> • Accuracy • Analysis • Assertion • Author's Purpose • Author's Thesis • Conclusion • Content 	<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, at least one online • Include three main ideas with a minimum of two supporting details per main idea • Summarize and paraphrase main ideas and supporting details • Write a multi-paragraph report and/or complete project • Add MLA heading and Works Cited • Write an effective introduction of at least three to four sentences using the funnel method 	<ul style="list-style-type: none"> • <i>Prentice Hall Writing and Grammar</i> • <i>Prentice Hall Writing and Grammar Exercise Workbook</i> • <i>Four Square Writing Method</i> • <i>Four Square Personal Writing Coach</i> • <i>Write Source</i> • Prentice Hall provided audio, CD's, tapes, videos, unit resources • Supplemental materials provided by teacher as needed • Citationmachine.com • Noodlebib.com • Library technologies/ computer online sources and other sources 	<ul style="list-style-type: none"> • Text Exercises • Teacher made tests and quizzes • Prentice Hall tests and quizzes • Worksheets • Student/teacher generated essays • Response to PSSA and/or teacher generated prompts • Alternative/technology project(s) • Oral individual/group project(s)/ presentation(s) • Peer response groups • Self evaluation / Self editing / reflection • Peer/outside audience editing • Conferencing • Preliminary Works Cited

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Conventions of Language Evaluate Expository Text Fluency Focus Generalization Graphic Organizer Headings, Graphics and Charts Informational Text Main idea Multiple Meaning Words Organization Paraphrase Plagiarism Primary Source Print Media Research 	<ul style="list-style-type: none"> Write an effective conclusion of at least three sentences using an inverted funnel Write a body paragraph of at least five to eight sentences Attain proficiency in PSSA writing prompts Identify and use common organizational structures and graphic features to comprehend information Understand specialized vocabulary in the content areas during reading and use these words accurately in speaking and writing Read and understand essential content of informational text and documents. Differentiate fact from opinion utilizing resources that go beyond traditional text to electronic media 		<ul style="list-style-type: none"> Review of rough drafts Review of revised drafts Final research project(s) Prentice Hall Online Essay Scorer Teacher assessments Rubrics

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Sentence Fluency • Style • Summarize • Thesis • Tone • Validity • Voice 	<ul style="list-style-type: none"> • Distinguish between essential and nonessential information across texts and going beyond text to a variety of media • Use and understand a variety of media and evaluate the quality of the material produced • Write multi-paragraph informational reports/projects • Write with a sharp, distinct focus: identify topic, audience, and task; establish a single point of view • Write using well-developed content appropriate for the topic: gather and organize information; write paragraphs that have details and information specific to the topic and relevant to the focus 		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none">• Write with controlled organization: sustain a logical order within sentences and between paragraphs using meaningful transitions; establish topic and purpose in the introduction; reiterate the topic and purpose in the conclusion• Write with an understanding of 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		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none">Edit writing using the conventions of language:<ul style="list-style-type: none">Spell common, frequently used words correctlyUse capital letters correctlyPunctuate correctlyUse nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properlyUse complete sentencesPresent and defend written work for publication when appropriateListen to others: ask probing questionsSpeak using skills appropriate to speech situations: use complete sentences, pronounce words correctly, and adjust volume to purpose and audience		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none">• Contribute meaningfully to discussions• Take notes when needed, listen to and acknowledge the contributions of others, clarify, illustrate or expand on a response when asked• Analyze the role and place of standard American English language in speech writing and literature• Refine a topic for research• Locate information using appropriate sources and strategies: determine valid resources for researching the topic, including primary sources, select essential sources, use tables of contents, indices, key words, cross-references and appendices, use traditional and electronic search terms		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none">• Participate in small and large group discussions and presentations• Organize, summarize and present the main ideas from research: identify the steps necessary to carry out a research paper, take relevant notes from sources, develop a guided thesis statement, give formal credit for others' ideas, images or information using a Works Cited page		

PLANNED COURSE –6TH GRADE ENGLISH PROFICIENT

Unit: **Vocabulary**

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Course Content	Student Performance	Resources	Assessments
A Vocabulary Workshop Shostak Level A B Dictionary Skills Chapter 29.2 C Glossary terms: <ul style="list-style-type: none"> • Affix • Antonym • Context Clues • Inflectional Endings • Multiple Meaning Words • Phonics • Prefix • Root Word • Semantics • Suffix • Synonym • Target Words 	<ul style="list-style-type: none"> • Describe the origins and meanings of common, learned, and foreign words used frequently in English language • View vocabulary units as cumulative • Analyze the role and place of standard American English in speech, writing, and literature • Identify new words that have been added to the English language over time • Expand a reading vocabulary by identifying and correctly using new words acquired through the study of their relationship to other words • Understand the meaning of and apply key vocabulary across the various subject areas 	<ul style="list-style-type: none"> • <i>Shostak Level A Vocabulary Workshop</i> • <i>Write Source</i> • Supplemental materials provided by teacher as needed 	<ul style="list-style-type: none"> • Text exercises • Teacher made tests and quizzes • Shostak tests and quizzes • Worksheets • Student/teacher generated essays

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none">• Spell common, frequently used words correctly• Spell all vocabulary words correctly• Use the dictionary and thesaurus effectively• Listen to others		

PLANNED COURSE –6TH GRADE ENGLISH PROFICIENT

Unit: **PSSA Preparation**

State Curriculum Standard: **1.5.8 Quality of Writing**
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Course Content	Student Performance	Resources	Assessments
<p>A Various sample essays to edit and revise</p> <p>B Multiple Choice questions in editing and revising</p> <p>C Writing to the domains</p> <p>D Writing to the rubrics</p> <p>E Glossary Terms:</p> <ul style="list-style-type: none"> • Conventions of Language • Content • Focus • Sentence Fluency • Style • Tone • Voice • Organization 	<ul style="list-style-type: none"> • Write multi-paragraph informational pieces • Write persuasive pieces • Write with a sharp, distinct focus: identify topic, audience, and task; 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 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"> • PSSA Prep Grade 6 Editing and Revising • Better Test Scores for PSSA Writing • <i>Write Source</i> • Four Square Writing • Four Square Personal Writing • 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

PLANNED COURSE –6TH GRADE ENGLISH PROFICIENT

Unit: **PSSA Preparation**

State Curriculum Standard: **1.5.8 Quality of Writing**
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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none">• 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, and word choice• Attain proficiency with PSSA prompts• Edit writing using the conventions of language• Spell common, frequently used words correctly• Use capital letters correctly• Punctuate correctly• Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly		

PLANNED COURSE –6TH GRADE ENGLISH PROFICIENT

Unit: **PSSA Preparation**

State Curriculum Standard: **1.5.8 Quality of Writing**
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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none">• Use complete sentences• Listen to others: ask probing questions and take notes when needed• Contribute to discussions• Participate in small and large group discussions and presentations• Analyze the role and place of standard American English language in speech writing and literature		

PLANNED COURSE – Grade 6 English Proficient

Text and Resource List

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