

COURSE STANDARDS AND ANCHORS	
COURSE: English Language Arts	GRADE: 6
STRAND: Reading Informational Text	TIME FRAME: Year-long

PA CORE STANDARD
1.2 Reading Informational Text <i>Students read, understand, and respond to informational text- with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</i>

ESSENTIAL CONTENT
<p>Key Ideas and Details</p> <ul style="list-style-type: none">• Text Analysis:<ul style="list-style-type: none">○ CC.1.2.6.A - Determine two or more main or central ideas of a text and how they are conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <p>Craft and Structure</p> <ul style="list-style-type: none">• Point of View<ul style="list-style-type: none">○ 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.• Text Structure<ul style="list-style-type: none">○ CC.1.2.6.E - Analyze the author's structure through the use of paragraphs, chapters, or sections.• Vocabulary<ul style="list-style-type: none">○ 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. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none">• Diverse Media<ul style="list-style-type: none">○ CC.1.2.6. - 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.• Evaluating Arguments<ul style="list-style-type: none">○ CC.1.2.6.H - Evaluate an author's argument by examining claims and determining if they are supported by evidence.• Analysis Across Texts<ul style="list-style-type: none">○ CC.1.2.6. - Examine how two authors present similar information in different types of text. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none">○ 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 <p>Range of Reading</p> <ul style="list-style-type: none">○ CC.1.2.6.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

ASSESSMENT ANCHORS & ELIGIBLE CONTENT

Key Ideas and Details: E06.B-K.1

- E06.B-K.1.1 - 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.
 - 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).

Craft and Structure: E06.B-C.2

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

Integration of Knowledge and Ideas: E06.B-C.3

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

Vocabulary Acquisition and Use - E06.B-V.4

- E06.B-V.4.1 - Demonstrate an understanding of vocabulary and figurative language in informational texts.
 - 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, and hyperbole) in context.
 - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

**EVERGREEN COMMUNITY CHARTER SCHOOL CURRICULUM
ENGLISH LANGUAGE ARTS**

Subject: English Language Arts

Grade: 6

Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Methods, Materials, Evaluation	Objectives
<p>Methods:</p> <ul style="list-style-type: none"> • Question and answer • Lecture and discussion • Learning centers • Work Stations • Independent exercises • Projects • Literature • Newspaper units • Displays • Dramatization • Oral presentations • Contests • Journals <p>Materials:</p> <ul style="list-style-type: none"> • Text: Prentice Hall, Copper • Pdesas.org <p>Supplementary materials: Newspapers, reference materials, DVDs, Software, Audio</p> <p>Evaluation Strategies:</p> <ul style="list-style-type: none"> • Quizzes and tests • Reports, oral and written • Projects • Homework • Classwork • Class participation • Notebooks • Formal Written Work • Book Reports • PSSAs 	<p>Before, during, and after</p> <ul style="list-style-type: none"> • Strategies (predict, preview, visualize, connect, question, clarify, evaluate) • Question generated outline • Specialized vocabulary words • Types of context clues • Purpose for reading • Reading rate • Application of content area materials • Organizational skills <p>Author’s purpose:</p> <p>*To inform *To persuade *To entertain *To express an opinion *To describe/reflect on an experience</p> <p>Nonfiction</p> <ul style="list-style-type: none"> • Paraphrasing • Summarizing (teacher guided instruction) • Stated main idea • Implied main idea • Conclusions/inferences • Cause and effect • Fact and opinion • Generalizations/bias • Supporting details; essential vs. nonessential details • Identify and describe genre of text • Author’s purpose • Vocabulary in context • Text organization • Sequence/time order • Compare and contrast • Problem/solution

COURSE: English Language Arts	GRADE: 6
STRAND: Reading Literature	TIME FRAME: Year-long

PA CORE STANDARD

1.3 Reading Literature

Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

ESSENTIAL CONTENT

Key Ideas and Details

- **Theme**
 - CC.1.3.6.A - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **Text Analysis**
 - CC.1.3.6.B - Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- **Literary Elements**
 - CC.1.3.6.C - Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- **Point of View**
 - CC.1.3.6.D - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- **Text Structure**
 - CC.1.3.6.E - Analyze the development of the meaning through the overall structure of the text.
- **Vocabulary**
 - CC.1.3.6.F - Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.

Integration of Knowledge and Ideas

- **Sources of Information**
 - CC.1.3.6.G - Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.
- **Text Analysis**
 - CC.1.3.6.H - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.

Vocabulary Acquisition and Use

- **Strategies**
 - CC.1.3.6.1 - 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.

Range of Reading

- CC.1.3.6. - Read and comprehend literary fiction on grade level, reading independently and proficiently.

ASSESSMENT ANCHORS & ELIGIBLE CONTENT

Key Ideas and Details: E06.A-K.1

- E06.A-K.1.1 - 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.
 - 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.

Craft and Structure: E06.A-C.2

- E06.A-C.2.1 - Demonstrate understanding of craft and structure in literature.
 - 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.
 - 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; analyze the impact of a specific word choice on meaning and tone.

Integration of Knowledge and Ideas: E06.A-C.3

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

Vocabulary Acquisition and Use - E06.A-V.4

- E06.A-V.4.1 - Demonstrate an understanding of vocabulary and figurative language in literature.
 - 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.
 - 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*).
 - E06.A-V.4.1.2- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

**EVERGREEN COMMUNITY CHARTER SCHOOL CURRICULUM
ENGLISH LANGUAGE ARTS**

Subject: English Language Arts

Grade: 6

Reading Literature

Students read, understand, and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Methods, Materials, Evaluation	Objectives
<p>Methods:</p> <ul style="list-style-type: none"> • Question and answer • Lecture and discussion • Learning centers • Work Stations • Independent exercises • Projects • Literature • Newspaper units • Displays • Dramatization • Oral presentations • Contests • Journals • Perform in puppet show • Read for preschoolers <p>Materials:</p> <ul style="list-style-type: none"> • Text: Prentice Hall, Copper • <u>Maniac McGee</u> – Jenny Spinelli • <u>Number the Stars</u> – Lois Lowry • <u>The Giver</u> – Lois Lowry • <u>Gathering Blue</u> – Lois Lowry • <u>Single Shard</u> – Linda Sue Parks • <u>The Cay</u> – Theodore Taylor • <u>Sign of the Beaver</u> – Elizabeth Speare • <u>Hoot</u> – Carl Hiaasen • <u>Bearstone</u> – Will Hobbs • <u>Peak</u> – Roland Smith • <u>Mrs. Frisby and the Rats of Nymh</u> – Robert O’Brien • <u>Pigs Might Fly</u> – Dick King-Smith • <u>Banner in the Sky</u> – James Ullman • <u>I Want my Sunday Stranger</u>, <u>Charlie Skedaddle</u> – Patricia Beatty • <u>Hatchet</u> – Gary Paulsen • <u>Twelfth Night</u> – William Shakespeare • <u>Comedy of Errors</u> – William Shakespeare • <u>Twelfth Night</u> – William Shakespeare 	<p>Before, during, and after</p> <ul style="list-style-type: none"> • Strategies (predict, preview, visualize, connect, question, clarify, evaluate) • Question generated outline • Specialized vocabulary words • Types of context clues • Purpose for reading • Reading rate • Application of content area materials • Organizational skills <p>Literature:</p> <p>Read, react, and respond critically to various form of literature while being introduced to style and other main elements.</p> <p>Fiction</p> <ul style="list-style-type: none"> • Paraphrasing • Summarizing (teacher guided instruction) • Stated main idea • Implied main idea • Conclusions/inferences • Cause and effect • Fact and opinion • Generalizations/bias • Supporting details; essential vs. nonessential details • Identify and describe genre of text • Author’s purpose • Vocabulary in context • Text organization • Sequence/time order • Compare and contrast • Problem/solution

**EVERGREEN COMMUNITY CHARTER SCHOOL CURRICULUM
ENGLISH LANGUAGE ARTS**

- From the Mixed-Up Files of Mrs. Basil E. Frankweiler – E.L. Konigsburg
- BFG - Roald Dahl
- Julie of the Wolves – Jean Craighead George
- Old Yeller – Fred Gipson
- Pdesas.org

Supplementary materials:
Newspapers, reference materials, DVDs, Software, Audio

Evaluation:

- Quizzes and tests
- Reports, oral and written
- Projects
- Homework
- Classwork
- Class participation
- Notebooks
- Formal Written Work
- Book Reports
- PSSAs

COURSE: English Language Arts	GRADE: 6
STRAND: Writing	TIME FRAME: Year-Long

PACORE STANDARD

1.4 Writing

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

ESSENTIAL CONTENT

Informative/Explanatory

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

• **Focus**

o CC.1.4.6.B - Identify and introduce the topic for the intended

• **Content** 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.

• **Organization**

o 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.

• **Style**

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

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

• **Conventions of Language**

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

Opinion/Argumentative

o CC.1.4.6.G - Write arguments to support claims.

• **Focus**

o CC.1.4.6.H - Introduce and state an opinion on a

• **Content** topic.

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

• **Organization**

o CC.1.4.6.J - Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among and reason(s) by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.

• **Style**

o 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

- **Conventions of Language**

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

Narrative

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

- **Focus**

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

- **Content**

- CC.1.4.6.0 - 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.

- **Organization**

- CC.1.4.6.P - Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.

- **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.

- **Conventions of Language**

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

Response to Literature

- CC.1.4.6.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

Production & Distribution of Writing

- **Writing Process**

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

Technology & Publication

- CC.1.4.6.U - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Conducting Research

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

Credibility, Reliability, and Validity of Sources

- CC.1.4.6.W - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and providing basic bibliographic information for sources

Range of Writing

- CC.1.4.6.X - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

ASSESSMENT ANCHORS & ELIGIBLE CONTENT

Text Types and Purposes: E06.C.1

- E06.C.1.1- Write arguments to support claims with clear reasons and relevant evidence.
 - 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.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.
 - 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.
 - 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.C.1.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - 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.
 - 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.

**EVERGREEN COMMUNITY CHARTER SCHOOL CURRICULUM
ENGLISH LANGUAGE ARTS**

Subject: English Language Arts

Grade:6

Writing

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

Methods, Materials, Evaluation	Objectives
<p>Methods:</p> <ul style="list-style-type: none"> • Question and answer • Lecture and discussion • Learning centers • Work Stations • Independent exercises • Projects • Literature • Newspaper units • Displays • Dramatization • Oral presentations • Contests • Journals • Perform in puppet show • Read for preschoolers <p>Materials:</p> <ul style="list-style-type: none"> • Text: Prentice Hall, Copper • Text: McGraw-Hill: Writer’s Choice Grammar • Text: Scott Foresman: Everyday Spelling and Vocabulary • Pdesas.org <p>Supplementary materials: Newspapers, reference materials, DVDs, Software, Audio</p> <p>Evaluation Strategies:</p> <ul style="list-style-type: none"> • Quizzes and tests • Reports, oral and written • Projects • Homework • Classwork • Class participation • Notebooks • Formal Written Work • Book Reports • PSSAs 	<p>The Writing Process is an ongoing unit and will include:</p> <ul style="list-style-type: none"> • Areas of Writing: paragraphs, letters, essays, journals, interviews, and creative writing • Handwriting: legibility and neatness • Prewriting: brainstorming, outlining, note-taking • Drafting: use of research materials, work with content not form, transfer of thought to written form • Conferencing: peer group discussion, teacher-pupil revision, parent-pupil involvement • Revising: sentence structure modification, refine word usage, expansion of and addition of thoughts • Editing: punctuation, spelling, capitalization, group editing • Publishing: bulletin boards, sharing with others, word processing skills, printing multiple copies • Reading: with others, publishing newspapers or books, displaying outside of school <p>Student Performance:</p> <ul style="list-style-type: none"> • Write a minimum of two –three paragraph essays • Write a minimum of four teacher scored essays • Write one research piece; Narrative writing, Descriptive writing, Persuasive writing • Compare/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

**EVERGREEN COMMUNITY CHARTER SCHOOL CURRICULUM
ENGLISH LANGUAGE ARTS**

	<ul style="list-style-type: none">• Write an effective introduction of at least three sentences• Write an effective conclusion of at least two sentences• Write a body paragraph of at least four sentences• Write a guided three paragraph essay• Write a minimum of four sentences paragraph• Identify/use common organizational structures and graphic features• Understand specialized vocabulary in content areas during reading: use these words accurately in speaking and writing• 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 controlled organization: sustain logical order within sentences, using meaningful transitions• Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style and word choice• Edit writing using convention of language
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COURSES: English Language Arts	GRADE: 6
STRAND: Speaking & Listening	TIME FRAME: Year Long

PA CORE STANDARD

1.5 Speaking and Listening

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

ESSENTIAL CONTENT

Comprehension and Collaboration

• **Collaborative Discussion**

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

• **Critical Listening**

- CC.1.5.6.B - Delineate a speaker's argument and specific claims by identifying specific reasons and evidence, and recognize arguments or claims not supported by factual evidence.

• **Evaluating Information**

- CC.1.5.6.C - Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Presentation of Knowledge and Ideas

• **Purpose, Audience, and Task**

- CC.1.5.6.D - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

• **Context**

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

• **Multimedia**

- CC.1.5.6.F - Include multimedia components and visual displays in presentations to clarify information.

Conventions of Standard English

- CC.1.5.6.G - Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.

**EVERGREEN COMMUNITY CHARTER SCHOOL CURRICULUM
ENGLISH LANGUAGE ARTS**

Subject: English Language Arts

Grade:6

Speaking and Listening

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

Methods, Materials, Evaluation	Objectives
<p>Methods:</p> <ul style="list-style-type: none"> • Question and answer • Lecture and discussion • Learning centers • Work Stations • Independent exercises • Projects • Literature • Newspaper units • Displays • Dramatization • Oral presentations • Contests • Journals • Perform in puppet show • Read for preschoolers <p>Materials:</p> <ul style="list-style-type: none"> • Text: Prentice Hall, Copper • Text: McGraw-Hill: Writer's Choice Grammar • Text: Scott Foresman: Everyday Spelling and Vocabulary • Pdesas.org <p>Supplementary materials: Newspapers, reference materials, DVDs, Software, Audio</p> <p>Evaluation:</p> <ul style="list-style-type: none"> • Quizzes and tests • Reports, oral and written • Projects • Homework • Classwork • Class participation • Notebooks • Formal Written Work • Book Reports • PSSAs 	<p>Student Performance:</p> <ul style="list-style-type: none"> • 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 relevance; take notes when needed • Speak using skills appropriate to formal speech situations; use complete sentences; pronounce words correctly; adjust volume to purpose and audience; adjust pace to convey meaning; add stress and inflection to enhance meaning • Contribute to discussions: 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 participations: 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