

# **Scranton School District**

## **Planned Instruction**

**English**

**Grade 6**

**SUBJECT AREA:** ENGLISH

**GRADE/COURSE:** 6/ENGLISH

**Standard And Strand** 1.1 Learning to Read Independently.

| <b>OBJECTIVES</b>   | <b>PERFORMANCE INDICATORS</b>   | <b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>   |
|---|---|---|
| <p>Identify appropriate reading materials (literary enjoyment, information, or to perform a task) for a specific purpose.</p> <p>Correctly identify and use synonyms, homographs, homophones, root words and affixes, idioms and figurative language.</p> | <p>Use common graphic features to increase understanding of reading materials.</p> <p>Apply knowledge of decoding skills, structural analysis, context clues, and glossaries to understand specialized vocabulary.</p> <p>Use of mapping, webbing, Venn diagrams, charting and various other comprehension strategies</p> <p>Use of vocabulary decoding skills and structural analysis.</p> | <p>Homework<br/>Observations<br/>Presentations and discussions<br/>Projects and investigations<br/>Quizzes<br/>Tests<br/>Worksheets<br/>Writer’s Reference Book (or various text)</p> <p><u>REMEDIATION:</u><br/>Additional supplemental materials</p> <p><u>ENRICHMENT:</u><br/>Games for the English classroom<br/>Puzzles to increase vocabulary</p> |

| <b>OBJECTIVES</b>   | <b>PERFORMANCE INDICATORS</b>   | <b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b> |
|---|---|---|
| <p>Interpret and show understanding of both fiction and nonfiction text. Demonstrate understanding of text by responding critically to major ideas and themes of the text; support opinions about text, compare and contrast text using graphic organizers; explain connections to related ideas, topics, or information learned through additional reading and media.</p> <p>Demonstrate fluency and comprehension; read aloud with accuracy correcting mistakes. Read a variety of genres and types of texts using appropriate rhythm, flow, meter and pronunciation (recommend 25 books per year).</p> | <p>Identify basic facts and ideas in texts.</p> <p>Expand vocabulary by using synonyms, homographs, homophones, root words and affixes. Use idioms and figurative language.</p> <p>Distinguish between fiction and non-fiction.</p> |   |

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**Standard And Strand** 1.2 Reading Critically in All Content Areas

| <b>OBJECTIVES</b>  | <b>PERFORMANCE INDICATORS</b>   | <b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>  |
|--|---|--|
| <p>Read and understand essential content of informational texts and documents in all academic areas: differentiate fact from opinion; distinguish between essential and nonessential information; identify bias and propaganda; make inferences and draw conclusions; evaluate text and content.</p> <p>Use and understand a variety of media and evaluate the quality of material produced; compare and analyze how different media offer a unique perspective on the information presented; analyze the techniques of particular media messages and identify their targeted audience; use, design, and develop a media project (e.g. script, play, audio tape, web site) to express understanding.</p> <p>Produce and work in at least one literary genre that follows the conventions of the genre.</p> | <p>Use of critical reading skills.</p> <p>Determine the writer's purpose across a variety of media.</p> <p>Produced work.</p> | <p>Homework<br/>Observation<br/>Persuasive writing activities<br/>Presentations &amp; discussions<br/>Projects and investigations<br/>Quizzes<br/>Teacher and peer conferencing<br/>Tests<br/>Worksheets<br/>Writing Reference Book<br/>Writing rubric</p> <p><u>REMEDIATION:</u><br/>Additional independent conferencing<br/>Re-teaching of skills<br/>Supplemental worksheets<br/>Use of media to aid comprehension</p> <p><u>ENRICHMENT:</u><br/>Peer coaching<br/>Presentation opportunities</p> |

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**Standard And Strand** 1.3 Reading, Analyzing, and Interpreting Literature

| <b>OBJECTIVES</b>  | <b>PERFORMANCE INDICATORS</b>  | <b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>  |
|--|--|--|
| <p>Read and understand works of literature.</p> <p>Compare and contrast the use of literary elements by an author including characterization, setting, plot, theme, and point of view.</p> <p>Compare and contrast the use of various literary devices; sound techniques (e.g. rhyme, rhythm, meter, alliteration); figurative language (e.g. personification, simile, metaphor, hyperbole, allusion; imagery).</p> <p>Identify the characteristics of poetic forms.</p> <p>Analyze drama for information, entertainment, persuasion or transmitter of culture. Students will identify characters actions and infer basic motivations.</p> | <p>Perform objective, literal and interpretive activities.</p> <p>Identify the elements of fiction.</p> <p>Explore various literary devices.</p> <p>Explore the characteristics of poetic forms.</p> <p>Explore dramatic conventions and character motivation.</p> | <p>Homework<br/>Observation<br/>Presentations &amp; discussions<br/>Projects and investigations<br/>Quizzes<br/>Tests<br/>Worksheets<br/>Writing rubric<br/>Writing Reference Book</p> <p><u>REMEDIATION:</u><br/>Peer coaching<br/>Re-teaching of skills<br/>Supplemental worksheets<br/>Use of media to aid comprehension</p> <p><u>ENRICHMENT:</u><br/>Research literary elements from a historical approach<br/>Researching various historical works for literary significance<br/>Presentations opportunities</p> |

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**Standard And Strand** 1.4 Types of Writing

| <b>OBJECTIVES</b>  | <b>PERFORMANCE INDICATORS</b>   | <b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>   |
|--|---|---|
| <p>Write short stories, poems and plays that include: organized thoughts; elaborate use of detail; relevant illustrations; dialogue; literary conflict; characterization, setting, plot, theme, point of view, tone, and style; rhyme, rhythm, meter, alliteration, personification, simile, metaphor, hyperbole, and allusion.</p> <p>Write multi-paragraph, information pieces such as descriptions, letters, reports, instructions, essays, newspaper articles, and interviews that include: cause and effect; a problem and solution when appropriate to the topic; relevant graphics such as maps, charts, graphs, illustrations, photographs and tables; distinguishing between primary and secondary sources.</p> | <p>Written short stories, poems and/or skits.</p> <p>Written multi-paragraph nonfiction pieces, distinguishing between primary and secondary sources.</p> | <p>Business and friendly letters<br/>Cause and effect essay<br/>Homework<br/>Independent conferencing<br/>Journal writing activities<br/>Observation<br/>Presentation &amp; discussion<br/>Projects using visual aids<br/>Original expository pieces, newspaper articles, persuasive pieces, poetry, short stories, skits<br/>Quizzes &amp; tests<br/>Worksheets<br/>Written response to open ended questions<br/>Writing rubric<br/>Writing Reference Book</p> |

| <b>OBJECTIVES</b>  | <b>PERFORMANCE INDICATORS</b>     | <b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>   |
|--|-----------------------------------|---|
| <p>Write persuasive pieces that include: a clearly stated position or opinion, include convincing and specific detail; properly cite evidence; focus on the audience to establish reader interest.</p> | <p>Written persuasive pieces.</p> | <p><u>REMEDIATION:</u><br/>           Additional independent conferencing<br/>           Modeling<br/>           Re-teaching of skills<br/>           Small group or partner projects<br/>           Story starters</p> <p><u>ENRICHMENT:</u><br/>           Independent exploration of additional topics<br/>           Presentation opportunities</p> |

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**Standard And Strand** 1.5 Quality of Writing

| <b>OBJECTIVES</b>   | <b>PERFORMANCE INDICATORS</b>  | <b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>   |
|---|--|---|
| <p>Write with a sharp, distinct focus by identifying topic, task and audience; identify and compare point of view in samples.</p> <p>Write using well-developed content appropriate for the topic: rank the usefulness of gathered information; establish audience and purpose; write paragraphs that have details and information specific to the topic and relevant to the focus.</p> | <p>Focused writing.</p> <p>Developed content appropriate to topic.</p> | <p>Grammar exercises<br/>Homework<br/>Independent conferencing<br/>Journal writing activities<br/>Observation<br/>Presentations &amp; discussion<br/>Projects<br/>PSSA writing rubric<br/>Original writing various genre<br/>Quizzes &amp; tests<br/>Self/Peer/Teacher revision and editing<br/>Worksheets<br/>Written response to open ended questions in reading and math<br/>Writing rubric/checklist<br/>Writing reference book</p> |

| <b>OBJECTIVES</b>   | <b>PERFORMANCE INDICATORS</b>   | <b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>   |
|---|---|---|
| <p>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; include an expanded introduction, body and conclusion.</p> <p>Write with an understanding of the stylistic aspects of composition: use different types and lengths of sentences; use tone and voice through the use of precise language using adjective, adverbs, action verbs, and specific detail that convey the writer's meaning; develop and maintain a consistent voice.</p> <p>Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice.</p> | <p>A well organized piece of original writing.</p> <p>Developed style and voice through original writing.</p> <p>Revised original work.</p> | <p><u>REMEDIATION:</u><br/> Additional independent conferencing<br/> Additional grammar review<br/> Modeling<br/> Re-teaching of skills<br/> Small group or partner projects<br/> Supplemental worksheets</p> |



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**Standard And Strand** 1.6 Speaking and Listening

| <b>OBJECTIVES</b>   | <b>PERFORMANCE INDICATORS</b>   | <b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>   |
|---|---|---|
| <p>Listen to others: ask probing questions; differentiate between relevant and irrelevant information, ideas and opinions to determine relevancy; take notes when needed.</p> <p>Listen to selections of literature (fiction and/or nonfiction); relate them to previous knowledge; predict content/events; summarize events; identify and define new words and concepts; compare and contrast selections.</p> <p>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; adjust content and style for different audiences.</p> | <p>Use of critical listening skills.</p> <p>Listening skills applied to literature.</p> <p>Effective public speaking skills</p> | <p>Homework<br/>Independent conferencing<br/>Journal writing activities<br/>Observation<br/>Presentations &amp; discussion<br/>Projects<br/>Quizzes &amp; tests<br/>Self/Peer/Teacher revision and editing<br/>Speech rubric<br/>Worksheets<br/>Writing Reference Book</p> <p><u>REMEDIATION:</u><br/>Additional conferencing<br/>Modeling<br/>Re-teaching of skills<br/>Small group or partner projects<br/>Supplemental worksheets</p> <p><u>ENRICHMENT:</u><br/>Independent exploration of additional topics.<br/>Presentation opportunities</p> |

| <b>OBJECTIVES</b>   | <b>PERFORMANCE INDICATORS</b>  | <b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b> |
|---|--|---|
| <p>Contribute to discussions: ask relevant questions to gain information, clarify thinking, and understand others; respond to questions, ideas or support opinions; listen and acknowledge contributions of others; insure equitable participation; support and explain responses; paraphrase and summarize.</p> <p>Participate in small/large group discussions and presentations; initiate everyday conversations; select a topic and present an oral reading; organize and participate in informal debates.</p> <p>Use media for learning purposes; analyze information from a variety of media (e.g. television, newspapers, radio); assess role of advertising; use a variety of media to create a presentation.</p> | <p>Developed proficiency in contributing to discussions.</p> <p>Developed proficiency in speaking and listening in a variety of contexts.</p> <p>Exploration of various media for learning purposes.</p> |   |

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**Standard And Strand** 1.7 Characteristics and Functions of the English Language.

| <b>OBJECTIVES</b>   | <b>PERFORMANCE INDICATORS</b>  | <b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>   |
|---|--|---|
| <p>Identify the origins and meanings of common, learned and foreign words used frequently in the English language.</p> <p>Recognize the role and place of standard American English in speech, writing and literature.</p> <p>Compare and contrast word meanings that have changed over time.</p> | <p>Proficiency in identifying word origins and meanings.</p> <p>Proficiency in recognition of standard American English usage.</p> <p>Proficiency in recognizing how words have changed over time.</p> | <p>Discussion<br/>Homework<br/>Observation<br/>Quizzes &amp; tests<br/>Vocabulary activities<br/>Worksheets<br/>Writing Reference Book</p> <p><u>REMEDIATION:</u><br/>Re-teaching of skills<br/>Supplemental worksheets</p> <p><u>ENRICHMENT:</u><br/>Opportunities for additional vocabulary presentations</p> |

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**Standard And Strand** 1.8 Research

| <b>OBJECTIVES</b>   | <b>PERFORMANCE INDICATORS</b>   | <b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>   |
|---|---|---|
| <p>Select and refine a topic for research</p> <p>Locate information using appropriate sources/strategies: evaluate the usefulness and effectiveness of the sources; select appropriate sources; (e.g. dictionaries, encyclopedias and other reference materials) use table of contents, indices, keywords, cross-references, and appendices; use traditional and electronic search tools.</p> | <p>Explored topics for research.</p> <p>Use of various strategies in locating research information.</p> | <p>Creation of a research bibliography, note cards, outlines and presentation of findings</p> <p>Discussion</p> <p>Homework</p> <p>Investigation</p> <p>Observation</p> <p>Quizzes &amp; test</p> <p>Worksheets</p> <p>Writing Reference Book</p> <p><u>REMEDIATION:</u></p> <p>Modeling</p> <p>Re-teaching of skills</p> <p>Supplemental Worksheets</p> <p><u>ENRICHMENT:</u></p> <p>Opportunities for more detailed research techniques</p> |

| <b>OBJECTIVES</b>   | <b>PERFORMANCE INDICATORS</b>   | <b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b> |
|---|---|---|
| Organize, summarize and present the main idea from research; identify the steps necessary to carry out a research project; take relevant notes from sources; give precise, formal credit for others' ideas, images or information using a standard method of documentation. | Explored various techniques for organizing, summarizing and presenting research findings. |   |

## **Resources**

Text: Elements of Language, Holt, Rhinehart and Winston, 2001  
English, Silver, Burdett and Ginn, 1989

Vocabulary Workshop, Level A, Sadlier-Oxford, 1996