

Mifflin County School District Planned Instruction

Title of Planned Instruction: Language Arts

Subject Area: Reading, Writing, Speaking, and Listening

Grade Level: 6

Prerequisites: None

Course Description: Students will engage in a variety of activities promoting effective written and oral communication skills. Emphasis will focus on evaluating literature through writing, speaking, and listening,

NOTE: Items printed in **BOLD** represent eligible content that will be tested by the PSSA test.

Required Time: One year

Course Credit: 1.0

Major Text(s) and Resources:

Supplemental Reading List

Glencoe Course I-Reading With Purpose. 2007

Holt Handbook. Holt, Rinehart and Winston, 2003

Names of District Subject Area Curriculum Writing Committee:

Heidi M. Welham

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Date of Board Approval: June 29, 2006

Subject Area: Reading, Writing, Speaking, and Listening
Strand: 1.1 Learning to Read Fiction and Non-fiction Independently
Grade/Course: Language Arts - Grade 6

Grade Level Objectives	Performance Indicators	Assessments
A. Establish the purpose for reading a type of text (e.g., narrative, informative, persuasive, poetry, and drama).	<ul style="list-style-type: none"> • Discuss the author's style, background, and purpose. • Predict. 	Teacher observation KWL chart PSSA
B. Identify and use common organizational structures and graphic features to comprehend information.	Define and discuss literary elements such as plot, setting, character, mood, and theme.	Graphic organizers for a common assessment Quiz
C. During reading, use decoding skills, structural analysis, and glossaries to understand vocabulary words.	<ul style="list-style-type: none"> • Develop a written list of vocabulary words. 	Vocabulary quizzes Vocabulary notebooks PSSA
D. Identify the main ideas and facts in text, using strategies such as personal knowledge, illustrations, headings, graphs, tables, and charts to make predictions and clarify understanding.	<ul style="list-style-type: none"> • Relate prior knowledge and personal experience to text. • Generate questions. • Explain and summarize the major ideas, using relevant supportive details, and compare and contrast the themes of the text. • Sequence. 	Graphic organizer Class discussion Summaries PSSA
E. Develop a reading vocabulary.	<ul style="list-style-type: none"> • Define and apply words to demonstrate meaning. • Use dictionaries. • Use glossaries. • Use thesauruses. 	Written or oral activities PSSA

<p>G. After reading, demonstrate understanding and interpretation of both fiction and nonfiction texts.</p>	<p>Explain the major ideas and compare and contrast the themes of the text. Clarify through rereading and discussion. Make inferences and draw conclusions. Relate new information and extend ideas found in text. Summarize the major points and/or key details, processes, of a fictional and non-fictional text as a whole. Identify and/or describe examples of text that support its intended purpose. Cite evidence.</p> <ul style="list-style-type: none"> • 	<p>Tests Projects Activities PSSA Graphic organizers</p>
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Strand: 1.2 Reading Critically in the Content Areas
Grade/Course: Language Arts – Grade 6

Grade Level Objectives	Performance Indicators	Assessments
<p>A. Read and understand essential content of informational, persuasive, and biographical texts.</p>	<ul style="list-style-type: none"> • Differentiate fact from opinion. • Utilize resources that go beyond the text. • Distinguish between essential and non-essential information. • Evaluate organization and content to determine author's purpose 	<p>Assessments Open-ended questions Note taking Checklists PSSA</p>
<p>B. Use and understand a variety of media.</p>	<ul style="list-style-type: none"> • Explain and utilize a variety of media (e.g., encyclopedias, computers, Internet, 	<p>Rubrics Checklists Projects</p>

	videos, films. Examine and evaluate the role of media as a source of both entertainment and information. Recognize persuasive techniques.	
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Strand: 1.3 Reading, Analyzing, and Interpreting Fiction and Non-fiction Literature

Grade/Course: Language Arts - Grade 6

Grade Level Objectives	Performance Indicators	Assessments
A. Read and understand works of literature.	<ul style="list-style-type: none"> • Read and discuss literature. 	<ul style="list-style-type: none"> • Teacher-made quizzes and tests • PSSA reading and writing scoring guides • Written and oral responses

B. Identify, interpret, compare, describe, analyze, and utilize components of fiction and literary non-fiction, including poetry and drama.	Identify, describe, and interpret characters, setting, plot, theme, and point of view (first or third person effectiveness). <ul style="list-style-type: none"> • Identify, interpret, compare, describe, and/or analyze character (may also be called narrator, speaker, subject of a biography). • Identify, interpret, compare, describe, and/or analyze character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary non-fictional text. • Identify, interpret, 	<ul style="list-style-type: none"> • Rubrics • Checklists • Graphic organizers • PSSA
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	<p>compare, describe, and/or analyze the relationship between characters and other components of text.</p> <ul style="list-style-type: none"> • Identify, interpret, compare, describe, and/or analyze the setting of fiction or literary non-fiction. • Identify, interpret, compare, describe, and/or analyze the relationship between setting and other components of text. • Identify, interpret, compare, describe, and/or analyze elements of the plot or action (conflict, rising action, climax, and/or resolution). • Identify, interpret, compare, describe, and/or analyze the relationship between elements of the plot and other components of text. • Identify, interpret, compare, describe, and/or analyze the theme of fiction or literary non-fiction. <p>Identify, interpret, compare, describe, and/or analyze the relationship between the theme and other components of text.</p>	
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<p>C. Demonstrate an understanding of various literary devices to convey meaning.</p>	<p>Identify and interpret and/or describe figurative language (i.e., personification, idioms, similes, metaphors,</p>	<p>Illustrations Tests Projects PSSA</p>
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	alliteration, and hyperbole).	
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Strand: 1.4 Types of Writing
Grade/Course: Language Arts - Grade 6

Grade Level Objectives	Performance Indicators	Assessments
A. Develop writing using organized thoughts, increased detailed descriptions, and relevant illustrations.	<ul style="list-style-type: none"> • Use graphic organizers. • Write multi-paragraph, well-written responses, summaries, or stories. • Produce work in at least one literary genre that follows the conventions of that genre. 	Rubrics Checklists Writing samples

B. Show understanding of cause and effect, a problem and solution when appropriate to the topic, relevant graphics, such as maps, charts, graphs, illustrations, photographs, and tables, or identification of various secondary sources.	Write multi-paragraph information pieces such as descriptions, letters, reports, instructions, essays, newspaper articles, and interviews.	Writing samples Projects Common assessments
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C. Develop persuasive writing	<ul style="list-style-type: none"> • Use propaganda techniques. • Utilize fact vs. opinion. • Identify audience. • Identify purpose. 	Posters Writing samples Projects
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Strand: 1.5 Quality and Writing
Grade/Course: Language Arts - Grade 6

Grade Level Objectives	Performance Indicators	Assessments
A. Write with a sharp, distinct focus.	<ul style="list-style-type: none"> • Utilize topic, task, and audience. • Define point of view. 	Writing samples PSSA scoring guide

B. Write using well-developed content	<ul style="list-style-type: none"> • Write detailed paragraphs specific to the topic with 	Writing samples Rubrics
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appropriate for the topic.	elaboration.	Peer review
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C. Write with controlled and/or subtle organization.	<ul style="list-style-type: none"> • Sustain a logical order within and between paragraphs using meaningful transitions. • Define and recognize topic, purpose, and audience • Include and develop introduction, body, and conclusion. 	Writing samples Rubrics PSSA scoring guide
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D. Write with an understanding of the stylistic aspects of composition variety and diversity in structure and language choice.	<ul style="list-style-type: none"> • Use different types and lengths of sentences. • Use an extended variety of language. • Develop and maintain consistent voice and point of view. 	Writing samples Reports
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E. Improve paragraph development through expanded word choice, content, and logical order.	Revise writing.	Writing samples Peer review Rubrics
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F. Edit writing using the conventions of language.	<ul style="list-style-type: none"> • Correct capitalization and punctuation. • Correctly use parts of speech. • Write complete sentences. 	Writing samples Rubrics Peer review
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Strand: 1.6 Speaking and Listening

Grade/Course: Language Arts - Grade 6

Grade Level Objectives	Performance Indicators	Assessments
A. Listen to others.	<ul style="list-style-type: none"> • Ask pertinent questions. • Differentiate between relevant and irrelevant information, ideas, and opinions. 	Teacher observation Peer assessment Teacher-made tests

B. Listen to a selection of literature (fiction and/or nonfiction) relating it to prior knowledge and predicting content and events.	<ul style="list-style-type: none"> • Retell story • Relate selections to prior knowledge. • Summarize the selection. • Predict events and outcomes. • Identify new words and concepts. 	Class discussion Student response
C. Speak using skills appropriate to formal speech situation.	<ul style="list-style-type: none"> • Use complete sentences. • Use appropriate volume, eye contact, and posture variance. 	Rubrics Oral presentation Peer discussion Common assessments
E. Participate in small and large group discussions and presentations.	<ul style="list-style-type: none"> • Conduct interviews for a specific purpose. • Plan and participate in group presentations. • Participate in informal debate. 	Checklists Rubrics Teacher observation
F. Use media for learning purposes.	<ul style="list-style-type: none"> • Locate, share, and discuss information gathered via different media (e.g., television, radio, newspaper, Internet). • Identify propaganda in the media. 	Class discussion Computer resources Tests and quizzes Projects

Strand: 1.7 Characteristics and Function of the English Language
Grade/Course: Language Arts - Grade 6

Grade Level Objectives	Performance Indicators	Assessments
B. Recognize formal and informal speech characteristics.	Use appropriate language skills to address a variety of audiences.	Oral presentation Common assessment

Strand: 1.8 Research
Grade/Course: Language Arts - Grade 6

Grade Level Objectives	Performance Indicators	Assessments
A. Select a topic for research.	Refine a copy for research.	Teacher conference Brainstorming

		Interest inventory Graphic organizers Common assessment
B. Locate information using appropriate sources and strategies.	<ul style="list-style-type: none"> • Use standard methods of documentation (MLA or APA). • Evaluate the usefulness and qualities of sources • Select appropriate sources. • Use primary and secondary sources. • Use traditional and electronic tools. 	Note taking Teacher observation Graphic organizers Discussion Common assessments
C. Organize, summarize, and present the main idea from the research.	<ul style="list-style-type: none"> • Take notes. • Use appropriate transitions to sustain logical order between paragraphs. • Credit sources. • Write with organization and fluency. 	Projects Visual aids Written summary Source documentation Common assessments

**District Recommended Instructional Approach For the Course
To Drive Teacher's Instructional Activities**

- Whole group instruction
- Small group instruction
- Flexible groups
- Cooperative groups
- Peer revising and editing
- Teacher and peer conferencing
- Games
- Projects
- Creative activities
- Class discussion
- Modeling process
- Direct instruction
- Self-reflection
- Oral presentations
- Individual Instruction
- Contract grading
- Research
- Graphic organizers
- Read aloud
- Independent Reading
- Guided reading
- Before, during, and after reading activities

SUPPLEMENTAL READING LIST FOR LANGUAGE ARTS - GRADE 6

Teachers may use any material in their primary textbook, any book or selection listed below that is designated for their grade level, and any material that is not used at other levels.

<u>TITLE</u>	<u>AUTHOR</u>	<u>GRADE</u>
The Black Pearl	O'Dell	6
Bud Not Buddy	Curtis	6
The Chocolate Touch (low) (SMMS)	Catling	6
Dragonwings	Yep	6
The Great Gilly Hopkins	Paterson	6
Holes	Sachar	6
House of Dies Drear	Hamilton	6
Joey Pigza Swallowed the Key*	Gantos	6
Joey Pigza Loses Control*	Gantos	6
Indian in the Cupboard	Banks	6
Island of the Blue Dolphins	O'Dell	6
Julie of the Wolves	George	6
Mrs. Frisby and the Rats of NEMH (writing, LMS)	O'Brien	6
My Side of the Mountain (IVMS)	George	6
The Phantom Tollbooth (SMMS) (textbook)	Juster	6
Shiloh (low) (IVMS)	Naylor	6
Sign of the Beaver	Speare	6
Summer of the Swans	Byars	6
What Would Joey Do? (w.w.j.d.)*	Gantos	6
Woodson (textbook)	Paulsen	6

* signifies a read aloud only