

LANGUAGE ARTS - GRADE 6

PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

II. INSTRUCTIONAL TIME:

Class Periods: All numbers x 2

Length of Class Periods (minutes): 42

Length of Course: 180 days

Unit of Credit: 1

Course Weight:

A GREAT PLACE TO LEARN!



PINE GROVE AREA SCHOOL DISTRICT
PINE GROVE, PENNSYLVANIA

PINE GROVE AREA SCHOOL DISTRICT
Pine Grove, Pennsylvania 17963

PLANNED COURSE ADAPTATIONS/MODIFICATIONS
Introduction

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

Lawrence J. Mussoline, Jr., Ph.D.
Superintendent of Schools

PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT

The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment)**: student performance level achieved and measured through specified evaluation criteria

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #1: All students will read and comprehend texts using a variety of strategies, skills and techniques.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 1</p> <p>49. Before reading, establish the purpose for reading a type of text for literary enjoyment, for information or to perform a task.</p> <p>50. Preview and select texts for a particular purpose, using the format of the text and graphic features to comprehend information.</p> <p>51. During reading use knowledge of phonics, structural analysis, context clues and dictionaries to decode and understand new specialized vocabulary words. Use these words accurately in writing and speaking.</p>	<ul style="list-style-type: none"> • Use modeling and guided practice of before, during, after strategies. • Engage students in discussion to activate prior knowledge and set purpose for reading. • Brainstorming. • Webbing. • Think-alouds • Students will self-select pleasure books. • Sustained silent reading. • Write answers to questions or participate in oral review. 	<ul style="list-style-type: none"> • Projects • Individual or cooperative presentations • Homework assignments • Classroom work and discussion • Tests/quizzes • Teacher designed worksheets/activities 	<ul style="list-style-type: none"> • Textbook • Textbook resources • Trade books • Teacher generated resources • Accelerated Reader Program • Sue Mowery resources • Overhead transparencies

52. 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.

53. Develop a reading vocabulary by identifying and using appropriate words such as synonyms, homophones, homographs, root words and affixes. Use a dictionary or related reference.

54. Identify, understand the meaning of and use correctly key vocabulary from various subject areas.

55. After reading demonstrate understanding and interpretation of both fiction and non fiction text. Explain the major ideas, themes or procedures of the text; clarify ideas and understandings through rereading and discussion; make inferences and draw conclusions from the text and cite evidence; relate new information and extend ideas found in the text.

56. Demonstrate fluency and comprehension in reading. Read familiar materials aloud with accuracy; self-correct mistakes; use appropriate rhythm, flow, meter and pronunciation; read a variety of genres and types of text; demonstrate comprehension.

- Look up new words in a glossary or dictionary and write definitions.
- Create study cards for new words and important facts.
- Play a game to reinforce new words (e.g. concentration, Word -O).
- Keep a new word file.
- Make bookmarkers, posters.
- Write paragraphs to summarize, retell.
- Read to a partner (Pair-Share)
- Book Talk

Correctives: Teacher assistance, peer helper, IST, provide below grade level books.

Extensions: Accelerated Reader Program

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #2: All students will solve problems, evaluate information and make decisions in written or oral form based on information gained from texts and media.

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<p>STANDARD 2</p> <p>20. Reading and understand essential content of informational texts and documents in all academic areas. Differentiate fact from opinion across texts. Distinguish between essential and nonessential information across a variety of texts, identifying stereotypes, biases, and exaggeration where present. Infer similar concepts from multiple texts and draw conclusions. Evaluate text organization and content to determine the author's purpose and effectiveness.</p> <p>21. Use and understand a variety of media and evaluate the quality of material produced. Explain and utilize a variety of media (e.g., encyclopedias, computerized card catalogues, Internet, films, videos,</p>	<ul style="list-style-type: none"> • Read a story silently. • Listen to audiotapes and follow printed text. • Discuss various literary techniques (e.g. stereotyping, fact-opinion). • Question starter strategy. • Write answers and complete worksheets. • Participate in the Design an Ad Contest. • Give Book Talk Poster. • Write an essay, report, or other work. 	<ul style="list-style-type: none"> • Projects • Individual or cooperative presentations • Homework assignments • Classroom work and discussion • Tests/quizzes • Teacher designed worksheets/activities 	<ul style="list-style-type: none"> • Textbook • Textbook resources • Trade books • Teacher generated resources • Accelerated Reader Program • Sue Mowery resources • Overhead transparencies

audio tapes, etc.) Examine and evaluate the role of media (e.g., TV, newspapers, magazines, etc.) as a source for both entertainment and information. Recognize persuasive techniques. Design and develop a media project (e.g., script, play, audio tape, etc.) for a targeted audience.

22. Produce work in at least one literary genre that follows the conventions of the genre.

Correctives: Teacher assistance, peer helper, IST.

Extensions: Student presents additional information to class relative to the topic.

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #3: All students will read, understand, and identify types of literature through the analysis of elements and devices in a variety of literary forms.

<p style="text-align: center;">ESSENTIAL CONTENT PERFORMANCE STANDARD</p>	<p style="text-align: center;">CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i></p>	<p style="text-align: center;">ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</p>	<p style="text-align: center;">RESOURCES AND MATERIALS</p>
<p>STANDARD 3</p> <p>37. Reading and understand works of literature.</p> <p>38. Compare and contrast the use of literary elements within and among texts, including characters, setting, plot, theme and point of view.</p> <p>39. Demonstrate and understanding of various literary devices to convey meaning. Sound techniques (e.g., rhyme, rhythm, meter, alliteration). Figurative language (e.g., personification, simile, metaphor, hyperbole), Imagery.</p> <p>40. Identify and respond to the effects of sound, structure, and forms in poetry (e.g., alliteration, rhyme, verse form, figurative language).</p>	<ul style="list-style-type: none"> • Directed reading, thinking activity (DRTA). • Guided and independent reading of the text, self-selected or teacher selected tradebooks. • Use graphic organizers (e.g. Venn diagram, timeline). • Complete story frame. • Write a poem, paragraphs. • Keep a journal. • Role-playing (Reader's Theatre) <p>Correctives: Teacher assistance, peer helper, IST.</p>	<ul style="list-style-type: none"> • Projects • Individual or cooperative presentations • Homework assignments • Classroom work and discussion • Tests/quizzes • Teacher designed worksheets/activities 	<ul style="list-style-type: none"> • Textbook • Textbook resources • Trade books • Teacher generated resources • Accelerated Reader Program • Sue Mowery resources • Overhead transparencies

41. Analyze drama as an information source, entertainment, persuasion or transmitter of culture. Identify the conflict and resolution.

42. Read and respond to nonfiction and fiction, including poetry and drama.

Extensions: Accelerated Reader Program. Individual presentations of an original piece.

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #4: All students will write a variety of narrative, informational, and persuasive pieces.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 4</p> <p>19. Write multi-paragraph stories, poems and plays that include: organized thoughts, increased detail in descriptions, relevant illustrations, dialogue, a literary conflict, characterization, setting, plot, theme, point of view, tone and style, rhyme, rhythm, meter, alliteration, personification, simile, metaphor, hyperbole and allusion.</p> <p>20. Write multi-paragraph informational 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, identification of various secondary sources.</p>	<ul style="list-style-type: none"> • Display posters of literary techniques. • Use overhead transparency to guide students in groups to think aloud and edit. Use both professional and student models. • Use overheads to practice using proofreading symbols and show revision. • Establish evaluation guidelines/rubrics for self-assessment, as well as peer and teacher assessment. • Have students keep a writer's notebook to list tips, grammatical concepts, and other useful information. 	<ul style="list-style-type: none"> • Projects • Individual or cooperative presentations • Homework assignments • Classroom work and discussion • Tests/quizzes • Teacher designed worksheets/activities 	<ul style="list-style-type: none"> • Textbook • Textbook resources • Trade books • Teacher generated resources • Accelerated Reader Program • Sue Mowery resources • Overhead transparencies

21. 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.

- Keep a writing folder of finished/unfinished pieces.
- In small groups, discuss basic story elements. Students select a character card and one setting card. Through discussion in the group each student comes up with a problem the character could have. Each then writes an original story.

Correctives: Teacher assistance, peer helper, IST.

Extensions: Draw an illustration, read the story to the class and display in the classroom.

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #5: Using well-developed content, all students will write with focus, utilize appropriate conventions, and apply a pattern of organization in order to develop an individualized style.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 5</p> <p>43. Write with a sharp, distinct focus. Identify topic, task and audience. Define point of view.</p> <p>44. Write using well-developed content appropriate for the topic. Differentiate between significant and insignificant information. Define and recognize audience and purpose. Write paragraphs that include elaborated details.</p> <p>45. Write with controlled and/or subtle organization. Sustain a logical order within sentences and between paragraphs using meaningful transitions. Define and recognize topic and purpose. Include a developed introduction, body, and conclusion.</p>	<ul style="list-style-type: none"> • Develop a guided writing assignment, identifying purpose and audience. Student creates a first draft. • Establish evaluation guidelines/rubrics. • Use PA Writing Assessment I reviewing and assessing good writing. • Display and review the 5 Elements of Good Writing. • Practice the writing process in the 3 types of writing (informational, narrative, and persuasive). • Use examples of pieces in group think-alouds. 	<ul style="list-style-type: none"> • Projects • Individual or cooperative presentations • Homework assignments • Classroom work and discussion • Tests/quizzes • Teacher designed worksheets/activities 	<ul style="list-style-type: none"> • Textbook • Textbook resources • Trade books • Teacher generated resources • Accelerated Reader Program • Sue Mowery resources • Overhead transparencies

46. Write with an understanding of the stylistic aspects of composition variety and diversity in structure and language choice: Use different types and lengths of sentences. Use an extended variety of precise language including adjectives, adverbs, action verbs, and specific details that convey the writer's meaning. Develop and maintain a consistent voice.

47. Revise writing to improve paragraph development, expanded word choice, content, and logical order.

48. Edit writing using the conventions of language. Spell common, frequently used words correctly. Use capital letters correctly. Punctuate correctly (period, exclamation point, question mark, commas, quotation marks, apostrophe, and colon). Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly. Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative).

49. Present and/or defend written work for publication when appropriate.

- Have students keep a writing folder.

Correctives: Teacher assistance, peer helper, IST.

Extensions: Encourage students to read aloud their pieces. Encourage publishing.

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #6: All students will exchange information through formal presentations and informal discussions of media and literature.

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<p>STANDARD 6</p> <p>37. Listen to others. Ask pertinent questions. Differentiate between relevant and irrelevant information, ideas, and opinions. Take notes when required.</p> <p>38. Listen to a selection of literature (fiction and/or nonfiction). Relate it to prior knowledge. Predict content/events. Retell the story including theme, characters, tone, and setting. Identify and define new words and concepts. Summarize the selection.</p> <p>39. Speak using skills appropriate to formal speech situations. Use complete sentences. Pronounce words correctly. Use appropriate volume. Pace speech to convey meaning. Adjust content and style for different audiences.</p>	<ul style="list-style-type: none"> • Participate in small and large group discussion of books and stories. • Work cooperatively to review information, ask questions, and list important story information. • Give oral summary of book chapter or retell important character information. • After listening to audiotape of a book and following the printed text, students will view and compare the movie version to the book. • Book Talk - formal presentation based on guidelines for public speaking. 	<ul style="list-style-type: none"> • Projects • Individual or cooperative presentations • Homework assignments • Classroom work and discussion • Tests/quizzes • Teacher designed worksheets/activities 	<ul style="list-style-type: none"> • Textbook • Textbook resources • Trade books • Teacher generated resources • Accelerated Reader Program • Sue Mowery resources • Overhead transparencies

40. Contribute to discussions. Ask relevant, leading questions to gain information, clarify thinking, and understand others. Respond with relevant information or opinions to questions asked. Express ideas and points of view. Listen to and acknowledge the contributions of others. Adjust involvement to encourage equitable participation. Provide support for stated opinions. Summarize, when prompted.

41. Participate in small and large group discussions and presentations. Participate in everyday conversation. Present an oral reading of assigned material. Deliver research reports. Conduct purposeful interviews to gain specific information. Plan and participate in group presentations and reports. Contribute to informal debates.

42. Use media for learning purposes. Analyze information received on television, radio, film or in the newspapers. Compare and contrast the reliability of information received via Internet sources. Assess the role of advertising in the media. Use a variety of media to create an effective presentation on a topic.

Correctives: Student may give oral presentation to teacher or a small student selected group.

Extensions: Videotape presentations, student uses presentation for an outside organization (e.g. Boy Scouts).

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #7: All students will better understand the English language through the study of its origins and the recognition of its continuing evolution.

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<p>STANDARD 7</p> <p>14. Identify words from other languages that are commonly used English words. Use a dictionary to find the meaning and origin of these words.</p> <p>15. Explain formal and informal speech characteristics.</p> <p>16. Explain word meanings that have changed over time.</p>	<ul style="list-style-type: none"> • Listen to <i>The Secret Garden</i> and pay attention to the Yorkshire dialect. • Read folk tales to experience informal speech. • Through discussion identify words which have multiple meanings and have changed over time. • Read self-selected books and identify unusual words; discuss with teacher. <p>Correctives:</p> <p>Extensions:</p>	<ul style="list-style-type: none"> • Projects • Individual or cooperative presentations • Homework assignments • Classroom work and discussion • Tests/quizzes • Teacher designed worksheets/activities 	<ul style="list-style-type: none"> • Textbook • Textbook resources • Trade books • Teacher generated resources • Accelerated Reader Program • Sue Mowery resources • Overhead transparencies

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #8: All students will be able to locate information for a research topic using appropriate sources and strategies and organize, summarize and present the main idea from the research.

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<p>STANDARD 8</p> <p>19. Select and refine a topic for research.</p> <p>20. Locate information using appropriate sources and strategies. Evaluate the usefulness and qualities of sources. Select appropriate sources (e.g., dictionaries, encyclopedias, other reference material, observations, interviews, and computer databases. Use table of contents, indices, keywords, cross-references and appendices. Use traditional and electronic search tools.</p> <p>21. Organize, summarize and present the main idea from the research. Take notes from sources. Credit sources using a structural format (e.g., author, title, publisher, date).</p>	<ul style="list-style-type: none"> • Integrated unit with content area subjects. <p>Correctives: Teacher assistance, peer helper, IST.</p> <p>Extensions: Display work, create a project to correspond with the written report.</p>	<ul style="list-style-type: none"> • Projects • Individual or cooperative presentations • Homework assignments • Classroom work and discussion • Tests/quizzes • Teacher designed worksheets/activities 	<ul style="list-style-type: none"> • Textbook • Textbook resources • Trade books • Teacher generated resources • Accelerated Reader Program • Sue Mowery resources • Overhead transparencies