

**LANGUAGE ARTS PLANNED COURSE OUTLINE**  
**AVON GROVE SCHOOL DISTRICT**

Grade 6

| Pennsylvania Standard                              | Student Learning Objectives   | Instructional Strategies/Content  | Resources/Assessments   |
|--|---|---|---|
| <b>Standard 1.1 Learning to Read Independently</b> |   |   |   |
| <b>Overview</b>                                    | Independently read and comprehend fiction and nonfiction text.  | Standard 1.1 is to be addressed by the use of before, during and after reading strategies.<br><br>Specific strategies for Standard 1.1 are detailed in the LA Teacher's Notebook.   | Anthology<br>Tradebooks<br>Library and other media resources  |
| <b>Purpose for Reading</b>                         | <p>Identify intended purpose of text. <b>(R.6.A.1.6.1)</b></p> <p>Identify and/or describe examples of text that supports its intended purpose. <b>(R.6.A.1.6.2)</b></p> <p>Identify and describe the genre of the text.</p> <p>Analyze text to determine the author's purpose; Entertain, Persuade, Inform</p> | <ul style="list-style-type: none"> <li>• Read and understand a variety of genres,</li> <li>• Preview to identify the type of text (fiction, nonfiction, plays and poems) prior to reading</li> <li>• Set a purpose for reading</li> <li>• Expose students to a variety of the following genres: realistic fiction, biography, autobiography, short story, magazine articles, poetry, historical fiction, nonfiction, (informational narrative and expository nonfiction), plays, fable</li> </ul> | <p><b>Resources:</b><br/>Tradebooks: See Teacher Notebook: Literature Resource Suggestions<br/>Informational texts</p> <p>HB Themes 1-6,<br/>Prereading Strategies pages prior to each story<br/>See Teacher's Notebook<br/><u>Reading and Writing Literary Genres</u>(Buss and Karnowski)</p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>o Teacher observation/conference</li> <li>o Oral discussions</li> <li>o Teacher created assessment</li> <li>o Student journal</li> <li>o Standardized Test Prep</li> <li>o 4Sight</li> <li>o Harcourt Holistic Assessments.</li> </ul> |

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| <p><b>Previewing</b></p>             | <p>Identifying and/or describing text structures such as time order, cause/effect, etc</p> <p>Use graphic features that contribute information to aide with comprehension. For example: captions, graphs, photos, etc.</p>  | <ul style="list-style-type: none"> <li>• Use graphic features to identify text structure</li> <li>• Predict the author’s message based on the graphic features and text structure.</li> </ul>  | <p><b>Resources:</b><br/>Fiction and nonfiction</p> <p>HB Resources:<br/>Cause and Effect – Theme 6, Story 1,3<br/>Compare and Contrast – Themes 4, Story 3, 4<br/>Main idea and Detail – Theme 3, Story 1, 4<br/>Sequence – Theme 2, Story 2, 4, 5<br/>Captions, Headings, Graphical representations – Theme 2, Story 3, 4<br/>Theme 3, Story 1, 2,3, 4</p> <p>Literacy Plus: Reading Workshop 1, 2, 3, 4</p> <p>Reader’s Handbook: previewing lesson is available for each genre</p> <p><b>Assessments:</b><br/>Teacher created materials<br/>Teacher observation/conference<br/>Student journal<br/>Standardized Test Prep.</p> |
| <p><b>Decoding &amp; Meaning</b></p> | <p>Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from text with an affix. <b>(R6.A.1.2.1)</b></p> <p>Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences or through the use of examples within text. <b>(R6.A.1.2.2)</b></p> | <ul style="list-style-type: none"> <li>• Analyze word structure: affixes and base words</li> <li>• Use sound/symbol relationships (phonics) to decode.</li> <li>• Use context clues to confirm meaning</li> <li>• Reread to clarify word recognition and meaning</li> <li>• Affixes will be limited to prefixes: pre-, dis-, mis-, non-, inter-, extra-, post-, super-, sub-, Suffixes: -less, -ble, -ly, -or, -ness, -ment, -er, -ship, -tion, -en.</li> <li>• Categorize words according to meaning</li> <li>• Proper use of dictionary</li> </ul> | <p><b>Resources</b><br/>HB Themes 1-6,<br/>Decoding Strategies pages within each story</p> <p>Vocabulary and Concepts<br/>Word Study</p> <p>Harcourt Intervention Kit</p> <p>Literacy Plus: Reading Workshop 10, 11; Vocabulary Workshop 1, 2, 3, 4</p> <p>Reader’s Handbook: prefixes, 685 – 687; roots, 621-622, 689 – 693; suffixes, 687 – 68</p>   |

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|                                 |  |  | Intervention – Linguistics Guide,<br>Language Circle<br>Assessments<br>Running Record<br>HB assessments (story assessments,<br>holistic assessments, etc.) rubric<br>aligned to report card (writing<br>domain scoring rubric, problem<br>solving rubric, reading response<br>rubric, etc.)<br>Teacher created materials<br>Reading log   |
| <b>Monitoring Understanding</b> | <p>Recall genre characteristics.</p> <p>Revise and adjust predictions.</p> <p>Generate essential questions as aides to comprehension.</p> <p>Clarify understanding through rereading and discussion.</p> | <ul style="list-style-type: none"> <li>• Model through Think Aloud</li> <li>• Use graphic organizers to identify story elements</li> <li>• Use specific strategies to identify information from the text - confirm/revise predictions, reread, self questioning, create mental images, skim and scan, summarize, main idea and details, discussion.</li> <li>• Monitor and adjust reading rate.</li> <li>• Reread as primary method to clarify.</li> </ul> | <b>Resources</b><br>Reciprocal Teaching/SOAR – see Teacher Notebook<br>Comprehension monitoring –HB Themes 1 – 6<br>Harcourt Intervention Kit<br>Literacy Plus – all Reading Workshops<br><u>Guided Readers and Writers</u> (Fountas and Pinnell):Questions to Support Comprehension charts: pgs 192-197<br><u>Guided Readers and Writers</u> (Fountas and Pinnell):Strategies for Sustaining Reading: pg311-316<br><u>Guided Readers and Writers</u> (Fountas and Pinnell):<br>Graphic Organizers: pg 441-452<br><u>Super 6 Comprehension Strategies</u> (Oczkus)<br><u>Teaching Written Response to Text</u> (Boyles)<br><b>Assessments</b><br>Teacher observation/conference<br>HB assessments (story assessments, holistic assessments, etc.)<br>Rubric aligned to report card (writing domain scoring rubric, problem solving rubric, reading response rubric, etc.) |

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| <p><b>Vocabulary Development</b></p> | <p>Identify and/or apply meaning of multiple-meaning words used in text. <b>(R6.A.1.1.1)</b></p> <p>Identify and/or apply a synonym or antonym of a word used in text. <b>(R6.1.1.2)</b></p> <p>Identify and apply meaning of content-specific words used in text. <b>(R.A.2.1.2)</b></p> <p>Identify and correctly use idioms.</p> | <ul style="list-style-type: none"> <li>Classify words according to meaning, such as synonyms, antonyms, denotation and connotation.</li> <li>Identify literary devices used, such as simile, metaphor, idioms, and personification.</li> </ul> | <p><b>Resources</b></p> <p>Teacher Read Alouds<br/> Teacher Notebook<br/> HB vocabulary and vocabulary power pages in Themes 1-6;<br/> Reader's Handbook, Improving Vocabulary, 607-639<br/> Denotation/connotation found in HB: Theme 6, 643A, B, 691B, 709B;<br/> Reader's Handbook, 279, 425-426, 433-434<br/> www.BrainPop.com (AGISKids, 2003) for synonym and antonym animated videos<br/> <u>Guided Readers and Writers</u>(Fountas and Pinnell):Teaching for monitoring and correcting strategies: pgs 352-356<br/> <u>Literacy Plus</u>(Zaner Bloser):Workshop 1-43</p> <p><b>Assessments</b></p> <p>Teacher created assessment<br/> Rubric aligned to report card (writing domain scoring rubric, problem solving rubric, reading response rubric, etc.)<br/> HB assessments (story assessments, holistic assessments, etc.)<br/> Student journal<br/> Teacher observation/conference</p> |

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| <p><b>Subject Area Vocabulary</b></p> | <p>Identify and apply meaning of multiple-meaning words in text. <b>(R.6.A.2.1.1)</b></p> <p>Identify and apply meaning of content-specific words used in text. <b>(R.A.2.1.2)</b></p> <p>Identify and /or apply a synonym or antonym of a word used in text. <b>(R6.A.1.1.2)</b></p> <p>Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from text with an affix. <b>(R6.A.1.2.1)</b></p> <p>Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences or through the use of examples within text. <b>(R6.A.1.2.2)</b></p> | <ul style="list-style-type: none"> <li>Determine how the meaning impacts understanding of the text.</li> <li>Recognize how meaning changes based upon content and context.</li> </ul> <p>(See also Benchmark D and E<br/>Note: Affixes will be limited to prefixes: pre-, dis-, mis-, non-, inter-, extra-, post-, super-, sub-, Suffixes: -less, -ble, -ly, -or, -ness, -ment, -er, -ship, -tion, -en.</p> | <p><b>Resources</b><br/>Content Areas include:<br/>Social Studies, Math and Science<br/>National Geographic Informational books<br/>Informational books<br/>Reader's Handbook, 607 - 634</p> <p><b>Assessments</b><br/>Teacher created materials<br/>Student discussion, presentations, and projects</p> |

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| <p><b>Text Differences</b></p> | <p>Identify and/or explain stated or implied main ideas and relevant supporting details from the text. <b>(R6.A.1.4.1)</b></p> <p>Summarize the key details and events of a fictional text as a whole. <b>(R.6.A.1.5.1)</b></p> <p>Make inferences and/or draw conclusions based on information from text. <b>(R.6.A.1.3.1)</b></p> <p>Cite evidence from text to support generalizations. <b>(R.6.A.1.3.2)</b></p> <p>Identify, interpret, compare/contrast, describe, and/or analyze connections between text. <b>(R6.B.1.2.1)</b></p> <p>Identify intended purpose of text. <b>(R6.A.1.6.1)</b></p> <p>Identify and/or describe examples of text that supports its intended purpose. <b>(R.6.A.1.6.2)</b><br/>NOTE: Informational, persuasive, and biographical text<br/>Explain the difference between fiction and nonfiction.<br/>Vary reading rate for type of text and purpose for reading.<br/>Use appropriate reading strategies for different types of text.</p> <p>Identify, interpret, compare/contrast, describe, and/or analyze components of fiction and literary nonfiction including character, setting, plot and theme. <b>(R6.B.1.1.1)</b></p> | <ul style="list-style-type: none"> <li>• Differentiate essential and nonessential details in a text.</li> <li>• Differentiate important versus interesting in a text.</li> <li>• Make, and support with evidence, assertions about texts.</li> <li>• Compare and contrast texts using themes, settings, characters and ideas.</li> <li>• Make extensions to related ideas, topics or information.</li> <li>• Describe the context of a document.</li> <li>• Analyze the positions, arguments and evidence in public documents.</li> </ul> | <p><b>Resources</b><br/>See Harcourt index under comprehension – main idea and relevant supporting details, compare/contrast, draw conclusions, informational text</p> <p>Internet resources (such as Library of Congress)</p> <p>RACE strategy- see Teacher Notebook</p> <p>Reader’s Handbook:<br/>Main Idea: 179, 284-285<br/>Implied Main Idea: 52-53<br/>Summarize: 658-659<br/>Inferences: 40, 52, 653<br/>Draw Conclusion: 41, 653</p> <p>Literacy Plus: Reading: Workshop 42-46</p> <p><b>Assessments</b><br/>Oral discussions<br/>Teacher created assessment<br/>Rubric aligned to report card (writing domain scoring rubric, problem solving rubric, reading response rubric, etc.)<br/>HB assessments (story assessments, holistic assessments, etc.)<br/>Student journal<br/>Teacher observation/conference</p> |

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| <p><b>Fluency &amp; Comprehension</b></p>                                     | <p>Read text with appropriate expression, rate and understanding.</p> <p>(Fluency is defined as the ability to read text at one's independent or instructional reading level with appropriate expression, rate and understanding.)</p> <p>Adjust rate of reading according to purpose of reading and text structure.</p> <p>Developing Lifetime Learner reading habit</p> <ul style="list-style-type: none"> <li>o Self select texts</li> <li>o Maintain a reading log that identifies books completed from independent reading</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher modeling through reading various genres.</li> <li>• Read familiar passages aloud with accuracy.</li> <li>• Self-correct mistakes.</li> <li>• Reread texts for practice and different purposes.</li> <li>• Use appropriate rhythm, flow, meter and pronunciation.</li> <li>• Demonstrate comprehension through written or oral responding.</li> <li>• Read a variety of genres and types of texts.</li> <li>• Echo Reading</li> </ul> | <p><b>Resources:</b></p> <p>Various trade books:</p> <ul style="list-style-type: none"> <li>• Fiction</li> <li>• Nonfiction</li> <li>• Magazine</li> <li>• Newspapers</li> </ul> <p>Readers' Theater/Plays<br/>Read Naturally (computer resources)<br/>HB Theme Resources (Echo Reading)<br/><u>Guided Readers and Writers</u>(Fountas and Pinnell): Journal Content Response: 170-171<br/>Literacy Plus: Reading: Workshops 7-11<br/>Poetry</p> <p><b>Assessment</b></p> <p>Running Record<br/>Teacher observation/conference<br/>Teacher created assessment<br/>QRI<br/>Fluency Graph</p> |
| <p><b>Standard 1.2</b><br/><b>Reading Critically in all Content Areas</b></p> |  |   |   |
| <p><b>Overview</b></p>  | <p>Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> <li>▪ Use and understand a variety of media and evaluate the quality of material produced.</li> </ul>  | <p>Standard 1.2 is to be address by using nonfiction reading strategies as identified below.</p>  | <p>Specific strategies for Standard 1.2 are detailed in LA Teacher's Notebook.</p> <p>Nonfiction Texts:</p> <ul style="list-style-type: none"> <li>▪ Anthology-nonfiction selections listed in LA Teacher's Notebook</li> <li>▪ Tradebooks</li> <li>▪ Newspapers</li> <li>▪ Periodicals</li> <li>▪ Biography/Autobiography</li> <li>▪ Content area textbooks</li> </ul>   |

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| <p><b>Read &amp; Understand Academic Texts and Documents</b></p> | <p>Identify and/or explain stated or implied main ideas and relevant supporting details from the text. <b>(R6.A.1.4.1)</b></p> <p>Summarize the key details and events of a fictional text as a whole. <b>(R.6.A.1.5.1)</b></p> <p>Make inferences and/or draw conclusions based on information from text. <b>(R.6.A.1.3.1)</b></p> <p>Cite evidence from text to support generalizations. <b>(R.6.A.1.3.2)</b></p> <p>Identify intended purpose of text. <b>(R6.A.1.6.1)</b></p> <p>Identify and/or describe examples of text that supports its intended purpose. <b>(R.6.A.1.6.2)</b><br/>NOTE: Informational, persuasive, and biographical text</p> <p>Identify and/or interpret statements of fact and opinion in nonfictional text. <b>(R6.B.3.1.1)</b></p> <p>Describe how the author uses exaggeration (bias) in non fictional text. <b>(R6.B.3.2.1)</b></p> <p>Identify and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution. <b>(R6.B.3.3.1)</b></p> <p>Use headings to locate information in a passage, or identify content that would best fit in a specific section of text. <b>(R6.B.3.3.2)</b></p> | <p>Students will utilize the following skills to read and understand:</p> <ul style="list-style-type: none"> <li>▪ Draw conclusions,</li> <li>▪ Distinguish between fact and opinion,</li> <li>▪ Summarize,</li> <li>▪ Identify author’s purpose,</li> <li>▪ Use text structure such as <i>sequence*</i>, compare/contrast, main idea/detail, cause/effect, problem/solution, and graphics/charts.</li> </ul> <ul style="list-style-type: none"> <li>• Distinguish between <i>essential and nonessential**</i> information across texts, and going beyond texts to a variety of media: identify bias and propaganda where present.</li> </ul> <p><i>N.B.</i> *When discussing sequence of events, use the verbiage time order to refer to text structure.<br/>**When instructing Main Idea &amp; Detail use the verbiage essential and non-essential to differentiate important vs. interesting details.</p> | <p><b>Resources:</b><br/>Trade books<br/>Informational text<br/><u>Guided Readers and Writers</u>(Fountas and Pinnell):<br/>Strategies for Expanding meaning: pgs 316-321</p> <p><b>Fact and opinion</b><br/>HB: Theme 6, Story 2, 4<br/>Reader’s Handbook, 281<br/>Literacy Plus, Reading Workshop, 71</p> <p><b>Propaganda</b><br/>Reader’s Handbook: 263, 287-288<br/>Literacy Plus: Reading Workshop 67, 69, Writing Workshop 45,46</p> <p><b>Inference/Draw Conclusion</b><br/>See HB index: Make judgments</p> <p><b>Text Structure –</b><br/>HB<br/>Compare and contrast – Theme 4: Story 3, 4<br/>Cause and effect – Theme 6:Story 1, 3<br/>Main idea and detail – Theme 3: Story 1, 4</p> <p><b>Main Idea</b><br/>Reader’s Handbook:179, 284-285,50-54,60-61</p> <p><b>Text information –</b> HB<br/>Headings – 296, 346, 430, 476, 675<br/>Captions - 230,344,421, 633<br/>Graphs – 241, 304l, 320, 322, 636, 682, 684<br/>Charts – 64l, 84l, 160l,206l, 236l, 260l, 414l,</p> <p><b>Author’s purpose and perspective–</b><br/>HB Theme 5 and Theme 6</p> |

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|  | <p>Interpret graphics and charts and/or make connections between text and content of graphics and charts <b>(R6.B.3.3.3)</b></p>  |   | <p><b>Assessments:</b><br/> Oral discussions<br/> Teacher created assessment<br/> Rubric aligned to report card</p> <p><b>Resources:</b><br/> Magazines<br/> HB 84A, 100, 184A, 200 et al<br/> Time for Kids, Scholastic News (for example)<br/> Newspapers<br/> HB 82, 235H, 303B, 461H<br/> Avon Grove Sun, Daily Local (for example)<br/> Periodicals<br/> Library Resources<br/> Internet Resources<br/> TV<br/> Movies<br/> United Streaming.com</p> <p><b>Assessment:</b><br/> Teacher Created Assessment<br/> Teacher Observation and conference<br/> Student Journal</p> |
| <p><b>Use &amp; Evaluate Media</b></p> | <p>Compare and analyze how different media offer a unique perspective on the information presented.</p> <p>Analyze the techniques of particular media messages and their effect on a targeted audience.</p> <p>Use, design and develop a media project that expands understanding (e.g. authors and works from a particular historical period.)</p> | <ul style="list-style-type: none"> <li>Recognize the intended audience for the information</li> <li>Differentiate fact from opinion utilizing resources that go beyond traditional text to electronic media.</li> <li>Distinguish between essential and nonessential information across texts, and going beyond texts to a variety of media: identify bias and propaganda where present.</li> </ul> | <p><b>Resources:</b><br/> Magazines<br/> HB 84A,100, 184A,200 et al<br/> Time for Kids, Scholastic News (for example)<br/> Newspapers<br/> HB 82, 235H, 303B,461H<br/> Avon Grove Sun, Daily Local (for example)<br/> Periodicals<br/> Library Resources<br/> Internet Resources<br/> TV<br/> Movies<br/> United Streaming.com</p> <p><b>Assessment:</b><br/> Teacher Created Assessment<br/> Teacher Observation and conference and Student Journal</p>   |

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| <b>Produce Work in a Literary Genre</b>                            | Produce a written or visual product relating to a specific literary genre | Possible projects could include a story, game, brochure, poster, song, play, etc.   | <b>Resources:</b><br>HB: All themes<br><br><b>Assessment:</b><br>Holistic scoring guide: PSSA Report Card aligned rubric   |
| <b>Standard 1.3 Reading, Analyzing and Interpreting Literature</b> |   |   |  |
| <b>Overview</b>  | Read and understand works of literature.                                  | Standard 1.3 is to be addressed by the use of before, during, and after reading strategies.<br><br>Specific strategies are identified within each literary element and literary device. | Suggested stories, descriptions of strategies, and graphic organizers to support the teaching of each literary element/device are provided in the LA Teacher's Notebook.<br><br><u>Fiction Texts:</u> <ul style="list-style-type: none"> <li>• Anthology</li> <li>• Novels</li> </ul> <u>Literary nonfiction texts:</u> <ul style="list-style-type: none"> <li>• Autobiography/biography</li> <li>• Personal narratives/aneccdots</li> </ul> <u>PSSA Coach books</u><br><br>PSSA Released Items (See PDE Website)<br><br>PSSA Glossary LA Teacher's Notebook |

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| <p><b>Read Literature</b></p> | <p>Identify intended purpose of text. <b>(R6.A.1.6.1)</b></p> <p>Identify and/or describe examples within the text that supports its intended purpose. <b>(R.6.A.1.6.2)</b><br/>NOTE: Narrative and poetic text</p> <p>Identify, interpret, compare, describe, and/or analyze connections between text and genres. <b>(R6.B.1.2.1)</b></p> | <ul style="list-style-type: none"> <li>• Analyze text for different levels of understanding (including poetry)</li> <li>• Identify the author’s purpose (to inform, entertain, or persuade)</li> <li>• Use multiple examples of texts and genres.</li> </ul> <p>Students will read and understand literature through the following activities:</p> <ul style="list-style-type: none"> <li>▪ Self-selected reading,</li> <li>▪ Literature circles,</li> <li>▪ Genre studies,</li> <li>▪ Author studies,</li> <li>▪ Theme/topic studies,</li> </ul> <p>Students read and respond to literature on a daily basis.<br/>Responses can include:</p> <ul style="list-style-type: none"> <li>▪ Journals,</li> <li>▪ Discussions,</li> <li>▪ Essays,</li> <li>▪ Open-ended prompts,</li> <li>▪ Multiple-choice questions,</li> <li>▪ Dramatizations, and</li> <li>▪ Projects.</li> </ul> | <p><b>Resources:</b><br/>Trade books – fiction and nonfiction<br/>HB Anthology</p> <p>Teacher Handbook: -description of various strategies<br/><u>Guided Readers and Writers</u>(Fountas and Pinnell):Questions to Support Comprehension charts: pgs 192-197<br/><u>Reader’s Handbook</u>(Great Source): Purpose: See index</p> <p><b>Assessment:</b><br/>Oral discussions<br/>Teacher created assessment<br/>Rubric aligned to report card (writing domain scoring rubric, reading response rubric, etc.)<br/>HB assessments (story assessments, holistic assessments, etc.)<br/>Student journal<br/>Teacher observation/conference</p> |

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| <p><b>Literary Elements</b></p> | <p>Identify, interpret, compare, describe, and/or analyze components of fiction and literary nonfiction. <b>(R6.B.1.1.1)</b></p> <p><b>Character</b> (May also be called narrator, speaker, subject of a biography):</p> <p>Identify, interpret, compare, describe, and/or analyze character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfiction text.</p> <p>Identify, interpret, compare, describe, and/or analyze the relationship between characters and other components of text.</p> <p><b>Setting:</b></p> <p>Identify, interpret, compare, describe, and/or analyze the setting of fiction or literary nonfiction.</p> <p>Identify, interpret, compare, describe, and/or analyze the relationship between setting and other components of text.</p> <p><b>Plot</b> (may also be called action):</p> <p>Identify, interpret, compare, describe, and/or analyze elements of the plot (conflict, rising action, climax and/or resolution).</p> <p>Identify, interpret, compare, describe, and/or analyze the relationship between elements of the plot and other components of text</p> | <ul style="list-style-type: none"> <li>• Create character profiles that identify and describe character traits.</li> <li>• Evaluate character's actions</li> <li>• Use words within text to identify point of view (pronouns)</li> <li>• Use plot diagrams to illustrate the structure of the story.</li> <li>• Connect the story elements to self, other texts and the world.</li> <li>• Introduce the concept of differentiating between main idea, topic and theme.</li> </ul> | <p><b>Resources:</b></p> <p>HB: all themes, various selections (see index)</p> <p><u>Guided Readers and Writers</u>(Fountas and Pinnell):<br/>395-400 (Terms Defined)<br/>Consult teacher created network resources (Book Room: Teacher Created Materials)</p> <p>Daybooks<br/>Reader's Handbook<br/>Trade Books</p> <p>Graphic Organizers<br/><u>Guided Readers and Writers</u>(Fountas and Pinnell): Graphic Organizers: pg 441-452<br/>See Teacher Notebook:</p> <ul style="list-style-type: none"> <li>○ Story Maps</li> <li>○ Literature Circles</li> <li>○ Venn Diagrams</li> <li>○ Journaling-Talking to the Text</li> <li>○ Reciprocal Teaching Strategies</li> </ul> <p>Literature Resource Suggestions<br/>Literacy Plus: Reading: Workshops 20-28</p> <p><b>Assessments:</b></p> <p>Oral discussions<br/>Teacher created assessment<br/>Rubric aligned to report card (writing domain scoring rubric, reading response rubric, etc.)<br/>HB assessments (story assessments, holistic assessments, etc.)<br/>Student journal<br/>Teacher observation/conference</p> |

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|                       | <p><b>Theme:</b><br/>Identify, interpret, compare, describe, and/or analyze the theme of fiction or literary nonfiction.</p> <p>Identify, interpret, compare, describe, and/or analyze the relationship between the theme and other components of text.</p> <p><b>Language:</b> Identify, interpret, compare, describe, or analyze the language of the text to determine the period and place.</p> <p>Identify and describe the point of view of the narrator as first person or third person point of view. <b>(R6.B.2.2.1)</b></p> <p>Interpret and describe the effectiveness of the point of view used by the author. <b>(R6.B.2.2.2)</b></p> |                                  |                       |

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| <p><b>Literary Devices</b></p> | <p>Identify, interpret, and/or describe examples of personification in text. <b>(R6.B.2.1.1)</b></p> <p>Identify, interpret, and/or describe examples of similes in text. <b>(R6.B.2.1.2)</b></p> <p>Identify, interpret, and/or describe examples of alliteration in text when its use is presumed intentional. <b>(R6.B.2.1.3)</b></p> <p>Identify, interpret, and/or describe examples of metaphors in text. <b>(R6.B.2.1.4)</b></p> <p>Identify, interpret, and/or describe examples of hyperbole in text.</p> <p>Identify, interpret, and/or describe examples of imagery, which is the language that creates pictures.</p> <p>Identify, interpret, and/or describe examples of foreshadowing which are clues to future events.</p> <p>Identify, interpret, and/or describe examples of flashbacks which are earlier events inserted in the story.</p> <p>Identify and describe the point of view of the narrator as first person or third person point of view. <b>(R6.B.2.2.1)</b></p> <p>Interpret and describe the effectiveness of the point of view used by the author. <b>(R6.B.2.2.2)</b></p> | <ul style="list-style-type: none"> <li>• Use poetry to teach simple patterns of rhyme, rhythm and meter.</li> <li>• Illustrate the literal meaning to compare with the figurative meaning.</li> <li>• Use graphic organizers to identify common traits and characteristics of language</li> <li>• Use graphic organizers of story structure to identify use of flashback and foreshadowing.</li> <li>• Use the language of the senses to create an image based upon text. (sight, hearing, taste, touch, smell)</li> <li>• Use words within text to identify point of view (pronouns)</li> </ul> <p>Understand and apply the terms and concepts of the following literary devices:</p> <ul style="list-style-type: none"> <li>• <b>Personification</b></li> <li>• <b>Simile</b></li> <li>• <b>Metaphor</b></li> <li>• <b>Alliteration</b></li> <li>• Hyperbole</li> <li>• Imagery</li> <li>• Foreshadowing</li> <li>• Flashback</li> <li>• Onomatopoeia</li> </ul> | <p><b>Resources:</b><br/>Trade Books</p> <p>Poetry</p> <p>Writer's Express</p> <p><u>Reader's Handbook</u>(Great Source):Figurative Language: 426-427<br/>Personification: 426,459<br/>Alliteration: 447<br/>Metaphor: 426, 434, 455<br/>Onomatopoeia: 458<br/>Simile: 426, 464</p> <p>HB Anthology<br/>See Author's Craft in index</p> <p>See Teacher Notebook: Literature Resource Suggestions<br/>Literacy Plus: Reading: Workshops 31-32, 35</p> <p><b>Assessment:</b><br/>Oral discussions<br/>Teacher created assessment<br/>Rubric aligned to report card (writing domain scoring rubric, reading response rubric, etc.)<br/>HB assessments (story assessments, holistic assessments, etc.)<br/>Student journal<br/>Teacher observation/conference</p> |

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| <p><b>Poetry Structures</b></p> | <p>Identify, interpret, and/or describe examples of alliteration in text when its use is presumed intentional. <b>(R6.B.2.1.3)</b></p> <p>Identify intended purpose of text. <b>(R6.A.1.6.1)</b></p> <p>Identify, interpret, and/or describe examples of imagery, which is the language that creates pictures.</p> <p>Identify, interpret, and/or describe examples of personification in text when its use is presumed intentional <b>(R6.B.2.1.1)</b></p> <p>Identify, interpret, and/or describe examples of simile in text when its use is presumed intentional. <b>(R6.B.2.1.2)</b></p> <p>Identify, interpret, and/or describe examples of metaphor in text when its use is presumed intentional. <b>(R6.B.2.1.4)</b></p> | <ul style="list-style-type: none"> <li>• Use a wide variety of poetic forms to show how meaning is conveyed</li> <li>• Compare the format of a poem with the format of a paragraph/story.</li> <li>• Identify the author's purpose for using a poetic form.</li> <li>• Develop an awareness of concise language and the importance of word choice.</li> </ul> <p>Students understand and apply the terms and concepts of the following literary devices:</p> <ul style="list-style-type: none"> <li>▪ Alliteration</li> <li>▪ Figurative language/ Idioms</li> <li>▪ Hyperbole</li> <li>▪ Metaphor</li> <li>▪ Simile</li> <li>▪ Onomatopoeia</li> <li>▪ Personification</li> </ul> <p>Students read and respond to a variety of poetic forms:</p> <ul style="list-style-type: none"> <li>▪ Rhymed,</li> <li>▪ Free verse,</li> <li>▪ Haiku,</li> <li>▪ Cinquain,</li> <li>▪ Couplet, and</li> <li>▪ Ballad</li> </ul> <p>Students understand and apply these terms for poetic structures:</p> <ul style="list-style-type: none"> <li>▪ Stanza,</li> <li>▪ Rhythm,</li> <li>▪ Rhyme,</li> <li>▪ Verse</li> <li>▪ Line.</li> </ul> | <p><b>Resources:</b><br/> <u>Opening the Door</u>(Scholastic)</p> <p><u>Reader's Handbook</u>(Great Source): 407-469</p> <p><u>Poetry Lessons that Work</u> (Scholastic)</p> <p><u>Writer's Express</u>( Great Source): 180-187, 177-179</p> <p>HB Poetry correlation in Teacher Notebook</p> <p><u>Daybook</u>(Great Source): pgs.173-186</p> <p><u>Guided Readers and Writers</u>(Fountas and Pinnell): What is Poetry: pg 410-413</p> <p><b>Assessment:</b></p> <p>Oral discussions<br/> Teacher created assessment<br/> Rubric aligned to report card (writing domain scoring rubric, reading response rubric, etc.)<br/> Student journal<br/> Teacher observation/conference</p> |

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| <b>Drama Structures</b>       | Read plays to understand the structure and characteristics of this genre.  | <ul style="list-style-type: none"> <li>• Read and act out plays to understand the difference between action and dialogue.</li> <li>• Identify actions and words to draw conclusions about the motivation of the character.</li> </ul> Students understand and apply the following dramatic terms and concepts: <ul style="list-style-type: none"> <li>▪ Stage directions,</li> <li>▪ Scenery,</li> <li>▪ Act, scene</li> <li>▪ Playwright,</li> <li>▪ Actor,</li> <li>▪ Cast of characters.</li> </ul> | <b>Resources:</b><br>HB Theme 3 – Skills of Pericles<br>HB Theme 5 – Anne of Green Gables<br><u>Guided Readers and Writers</u> (Fountas and Pinnell): Visual and Performing Arts: pg 286-287<br><u>Reader's Handbook</u> : 471-511<br><b>Assessment:</b><br>Teacher Observation/ Conference   |
| <b>Various Types of Texts</b> | Identify intended purpose of text. <b>(R6.A.1.6.1)</b><br><br>Identify and/or describe examples of text that supports its intended purpose. <b>(R.6.A.1.6.2)</b><br>NOTE: Narrative and poetic text<br><br>Identify, interpret, compare, describe, and/or analyze components of fiction and literary nonfiction including character, setting, plot and theme. <b>(R6.B.1.1.1)</b><br><br>Identify, interpret, compare, describe, and/or analyze connections between texts. <b>(R6.B.1.2.1)</b> | Students read and respond to drama and poetry. Responses can include: <ul style="list-style-type: none"> <li>▪ Journals,</li> <li>▪ Discussions,</li> <li>▪ Essays,</li> <li>▪ Open-ended prompts,</li> <li>▪ Multiple-choice questions,</li> <li>▪ Dramatizations, and</li> <li>▪ Projects.</li> </ul>  | <b>Resources:</b><br>Daybook<br><u>Reader's Handbook</u> : See index<br>HB Themes 3 and 6<br><br>Informational Text<br><br>Social Studies Text<br><br>Content related tradebooks<br><br><b>Assessment:</b><br>Oral discussions<br>Teacher created assessment<br>Rubric aligned to report card (writing domain scoring rubric, reading response rubric, etc.)<br>HB assessments (story assessments, holistic assessments, etc.)<br>Student journal<br>Teacher observation/conference |

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| <b>Standard 1.4 Types of Writing</b> |   |  |  |
| <b>Overview</b>                      | Write narrative, information and persuasive pieces.   | Specific content and strategies are identified within each type of writing.  | <p><b>Harcourt Series:</b> within the weekly plan for instruction of the skills and strategies, a genre' piece of writing and its process is presented.</p> <p>PSSA Doman Scoring Guid in LA Teacher Notebook</p> <p><u>Writer's Craft</u></p> <p><u>Writer's Express</u></p>  |
| <b>Narrative</b>                     | <p>***Students will write five paragraphs. Each paragraph will include a topic sentence, detail sentences, and a closing sentence.</p> <p><b>After extensive reading of poetry, write a variety of poems.</b></p> <p><b>Identify, interpret, compare, describe, and/or analyze components of fiction and literary nonfiction. (R6.B.1.1.1)</b><br/>(Reading Standard 1.3, Reading Standard 1.3, C)</p> <p>The students will follow the steps of the writing process.</p> <p>Utilize journals to write reflections, responses, content specific information, etc. in order to enhance learning of writing skills and strategies.</p> | <ul style="list-style-type: none"> <li>• Apply varying organizational methods. (such as graphic organizers)</li> <li>• Use relevant descriptive passages.</li> <li>• Utilize dialogue.</li> <li>• Apply plot structure.</li> <li>• Include literary elements.</li> <li>• Use literary devices.</li> <li>• Utilize the writing process: <ul style="list-style-type: none"> <li>o Pre-writing (brainstorm, outline/story map, research, graphic organizer, etc.)</li> <li>o Draft/self-edit</li> <li>o Conference (self, peer, adult)</li> <li>o Revise/self-edit (checklists, editing symbols, utilize thesaurus, add detail/clarify)</li> <li>o Publish</li> </ul> </li> </ul> | <p><b><u>Resources:</u></b></p> <p><b><u>Writer's Craft</u></b> (McDougal Littell):<br/>Writer's Workshop 1 – Personal and Expressive Writing; Writing Workshop 3 – Narrative and Literary Writing</p> <p><b><u>Writer's Express</u></b> (Great Source) The Process of Writing: Descriptive Writing, pg. 100;<br/>The Forms of Writing: Personal Writing, pg 133 – 149; Story and Play Writing, pgs. 209 – 238; Poetry, pgs. 239 - 253<br/>HB: Theme 1: 39B, 105C, 129C-D<br/>HB: Theme 2: 233<br/>HB: Theme 3: 323<br/>HB: Theme 5: 503, 529H<br/>HB: Theme 6: 707, 641, 691H, 709C-D<br/><b><i>(A writing process lesson follows each story in HB.)</i></b></p> <p><b>Assessments:</b><br/>Teacher Observation<br/>Holistic scoring guide: PSSA<br/>Report Card Aligned Rubrics to evaluate:<br/>Journal Writing<br/>Responding to Reading pieces<br/>Short Story<br/>Personal Narrative, Poetry</p> |

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| <p><b>Informational</b></p> | <p>Write multi-paragraph informational pieces that include main idea and supporting details, within the introductory, body and conclusion paragraphs. (5 paragraphs)</p> <p>Utilize a variety of sources for content in the multi-paragraph informational piece.</p> <p>The students will follow the steps of the writing process.</p> | <ul style="list-style-type: none"> <li>• Include cause and effect.</li> <li>• Develop a problem and solution when appropriate to the topic.</li> <li>• Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs.)</li> <li>• Use primary and secondary sources.</li> <li>• Develop multi-paragraph pieces: <ul style="list-style-type: none"> <li>○ letters</li> <li>○ descriptions</li> <li>○ reports</li> <li>○ instructions</li> <li>○ essays</li> <li>○ articles</li> <li>○ interviews</li> </ul> </li> <li>• Utilize the writing process: <ul style="list-style-type: none"> <li>○ Pre-writing (brainstorm, outline/story map, research, graphic organizer, etc.)</li> <li>○ Draft/self-edit</li> <li>○ Conference (self, peer, adult)</li> <li>○ Revise/self-edit (checklists, editing symbols, utilize thesaurus, add detail/clarify)</li> <li>○ Publish</li> </ul> </li> </ul> | <p><b><u>Resources:</u></b></p> <p><b><u>Writer's Craft</u></b> (McDougal Littel):<br/>Writer's Workshop 4 – Informative Writing: Explaining How</p> <p><b><u>Writer's Workshop 7 – Informative Writing: Reports</u></b></p> <p><b><u>Writer's Express</u></b> (Great Source)<br/>The Process of Writing: Writing Expositor Essays, pg 88; The Forms of Writing: Subject Writing, pgs. 151 – 183; Report Writing, pgs. 185 – 208</p> <p><b><u>Literacy Plus</u></b> (Zaner-Bloser): Writing Workshops 11, 12, 13</p> <p>HB: Theme 1: 183J, 81<br/>HB: Theme 2: 255<br/>HB: Theme 4: 483F<br/>HB: Theme 5: 545</p> <p><i>Bibliography</i><br/>HB: Theme 3: 281 F, 325 D</p> <p>HB: Theme 1: 127<br/><b>(A writing process lesson follows each story in HB.)</b></p> <p>Newspaper and Magazine Articles</p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher Observation</li> <li>▪ Holistic scoring guide: PSSA</li> <li>▪ Report Card Aligned Rubrics to evaluate: <ul style="list-style-type: none"> <li>Essay</li> <li>Journal Writing</li> <li>Compare and Contrast two topics</li> <li>Research piece</li> </ul> </li> </ul> |

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| <p><b>Persuasive</b></p> | <p>Write a multi-paragraph piece for the purpose of persuasion, including introductory, body (multi-paragraph) and conclusion paragraphs. (5 paragraphs)</p> <p>Additional Connection:<br/>Related to reading: identify when persuasive writing becomes propaganda.</p> <p>The students will follow the steps of the writing process.</p> | <ul style="list-style-type: none"> <li>• Include a clearly stated positions or opinion.</li> <li>• Include convincing, elaborated and properly cited evidence.</li> <li>• Develop reader interest.</li> <li>• Anticipate and counter reader concerns and arguments.</li> <li>• Utilize the writing process: <ul style="list-style-type: none"> <li>o Pre-writing (brainstorm, outline/story map, research, graphic organizer, etc.)</li> <li>o Draft/self-edit</li> <li>o Conference (self, peer, adult)</li> <li>o Revise/self-edit (checklists, editing symbols, utilize thesaurus, add detail/clarify)</li> <li>o Publish</li> </ul> </li> </ul> | <p><b>Resources:</b><br/><u>Writer's Craft</u> (McDougal Littel):<br/>Writer's Workshop 5 – Persuasion</p> <p><u>Writer's Express</u> (Great Source)<br/>The Process of Writing: Writing Persuasive Essays, pg. 94<br/><b>Daybook:</b> 187-202<br/>HB: Theme3: 279<br/>HB: Theme 5: 505E, 529 C-D, 597C-D<br/>HB: Theme 6: 663</p> <p>A writing process lesson follows each story in HB.</p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher Observation</li> <li>▪ Holistic scoring guide: PSSA</li> <li>▪ Report Card Aligned Rubrics to evaluate: <ul style="list-style-type: none"> <li>Letter</li> <li>Essay</li> <li>Debate</li> <li>Advertisement</li> <li>Propaganda</li> </ul> </li> </ul> |

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| <b>Standard 1.5</b><br><b>Quality of Writing</b> |  |  |   |
| <b>Overview</b>                                  | Address the five characteristics or domains of effective writing when drafting, revising, and editing written pieces.  | <p><b><u>Writing Domains:</u></b></p> <ul style="list-style-type: none"> <li>▪ Focus</li> <li>▪ Content</li> <li>▪ Organization</li> <li>▪ Style</li> <li>▪ Conventions</li> </ul> <p>Definitions and descriptions are detailed within each domain.</p> <p>Standard 1.5 is to be addressed by the use of the Writing Process strategies and PA domain scoring guidelines.</p>  | <p><u>Writer’s Craft</u>(McDougal Little)</p> <p><u>Writer’s Express</u></p> <p><u>Literacy Plus</u></p> <p>HB Language Handbook</p>  |
| <b>Focus</b>                                     | <p><b>Narrative Focus:</b> Write with a clear controlling point or theme with evident awareness of the narrative.</p> <p><b>Informational Focus:</b> Write with a clear controlling point made about a single topic with evident awareness of task and audience.</p> <p><b>Persuasive Focus:</b> Write with a clear controlling point presented as a position and made convincing through a credible and substantiated argument with evident awareness of task and audience.</p> | <ul style="list-style-type: none"> <li>▪ Identifying topic, task and audience.</li> <li>▪ Establish a single point of view.</li> <li>▪ Utilize the writing process:</li> <li>▪ Pre-writing (brainstorm, outline/story map, research, graphic organizer, etc.)</li> <li>▪ Draft/self-edit               <ul style="list-style-type: none"> <li>○ Conference (self, peer, adult)</li> <li>○ Revise/self-edit (checklists, editing symbols, utilize thesaurus, add detail/clarify)</li> </ul> </li> <li>▪ Publish</li> <li>▪ Direct Instruction</li> <li>▪ Modeling</li> <li>▪ Writer’s Workshops</li> <li>▪ Peer/Teacher Conference</li> <li>▪ Graphic Organizer</li> <li>▪ Writing Guide</li> </ul> | <p><b>Resources:</b></p> <p><u>Writer’s Craft</u>(McDougal Little): Mini-Lesson 3 – Finding Focus</p> <p><u>Writer’s Express</u> (Great Source) The Process of Writing: Prewriting and Drafting, pgs. 35 – 54</p> <p><u>Literacy Plus</u> (Zaner-Bloser): Writing Workshops 1 – 5 – Getting Started</p> <p>HB Language Handbook: Writer’s Craft – Focus, pg 6</p> <p>A writing process lesson follows each story in HB.</p> <p><b>Assessments:</b></p> <p>Teacher Conferencing</p> <p>Holistic scoring guide: PSSA</p> <p>Report Card Aligned Rubrics</p> |

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| <p><b>Content</b></p> | <p>Narrative Content: Write a story line with details that address an idea or examine an experience that employs narrative elements as appropriate.</p> <p>Informational Content: Write with adequate, specific, and/or illustrative content that demonstrates an understanding of the purpose.</p> <p>Persuasive Content: Write with sufficiently elaborated arguments that include a clear position supported with some relevant evidence.</p> | <ul style="list-style-type: none"> <li>▪ Gather, determine validity and reliability of and organize information.</li> <li>▪ Employ the most effective format for purpose and audience.</li> <li>▪ Write paragraphs that have details and information specific to the topic and relevant to the focus.</li> <li>▪ Utilize the writing process: <ul style="list-style-type: none"> <li>▪ Pre-writing (brainstorm, outline/story map, research, graphic organizer, etc.)</li> <li>▪ Draft/self-edit <ul style="list-style-type: none"> <li>○ Conference (self, peer, adult)</li> <li>○ Revise/self-edit (checklists, editing symbols, utilize thesaurus, add detail/clarify)</li> </ul> </li> </ul> </li> <li>▪ Publish</li> <li>▪ Direct Instruction</li> <li>▪ Modeling</li> <li>▪ Writer's Workshops</li> <li>▪ Peer/Teacher Conference</li> <li>▪ Graphic Organizer</li> <li>▪ Writing Guide</li> </ul> | <p><b>Resources:</b><br/> <u>Writer's Craft</u>(McDougal Littel):<br/> Mini-Lessons 4 – Developing a Topic; 14 – Introductions; 15 – Conclusions</p> <p><u>Writer's Express</u> (Great Source)<br/> The Process of Writing: Prewriting and Drafting, pgs. 35 – 54</p> <p>A writing process lesson follows each story in HB.</p> <p><b>Assessments:</b><br/> Teacher Conferencing<br/> Holistic scoring guide: PSSA<br/> Report Card Aligned Rubrics</p> |

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| <p><b>Organization</b></p> | <p><b><u>Narrative Organization:</u></b> Write with generally consistent sequencing of events employing a beginning, middle, and an end.</p> <ul style="list-style-type: none"> <li>o Sustain a logical order within sentences and between paragraphs using meaningful transitions.</li> </ul> <p><b><u>Informational Organization:</u></b> Write with organizational strategies and structures such as logical order and transitions which develop a controlling idea.</p> <ul style="list-style-type: none"> <li>o Establish topic and purpose in the introduction (informational and persuasive)</li> <li>o Reiterate the topic and purpose in the conclusion. (informational and persuasive)</li> </ul> <p><b><u>Persuasive Organization:</u></b> Write with organizational strategies and structures such as logical order and transitions to develop a position with sufficient presentation of content.</p> <ul style="list-style-type: none"> <li>o Establish topic and purpose in the introduction (informational and persuasive)</li> <li>o Reiterate the topic and purpose in the conclusion. (informational and persuasive)</li> </ul> | <ul style="list-style-type: none"> <li>• Utilize the writing process: <ul style="list-style-type: none"> <li>o Pre-writing (brainstorm, outline/story map, research, graphic organizer, etc.)</li> <li>o Draft/self-edit</li> <li>o Conference (self, peer, adult)</li> <li>o Revise/self-edit (checklists, editing symbols, utilize thesaurus, add detail/clarify)</li> </ul> </li> <li>o Publish</li> <li>• Direct Instruction</li> <li>• Modeling</li> <li>• Writer’s Workshops</li> <li>• Peer/Teacher Conference</li> <li>• Graphic Organizer</li> <li>• Writing Guide</li> </ul> | <p><b>Resources:</b><br/> <u>Writer’s Craft</u> (McDougal Littel): Mini-Lesson 7 – Organizing Details</p> <p><u>Writer’s Express</u> (Great Source) The Process of Writing: Building Paragraphs and Essays, pgs. 75 - 112</p> <p><u>Literacy Plus</u> (Zaner-Bloser): Writing Workshops 6 – Getting Started</p> <p>HB Language Handbook: Writer’s Craft – Organization, pg.10</p> <p>A writing process lesson follows each story in HB.</p> <p><b>Assessments:</b><br/> Teacher Conferencing<br/> Holistic scoring guide: PSSA<br/> Report Card Aligned Rubrics</p> |

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| <b>Style</b>          | <p><b>Narrative Style:</b> Write with appropriate control of language, literary devices, and sentence structures that create a consistent point of view and tone.</p> <p><b>Informational Style:</b> Write with a appropriate control of language, stylistic techniques, and sentence structures that create a consistent tone.</p> <p><b>Persuasive Style:</b> Write with a appropriate control of language, stylistic techniques, and sentence structures that create a consistent tone.</p>   | <ul style="list-style-type: none"> <li>• Use different types and lengths of sentences.</li> <li>• Use tone and voice through the use of precise language.</li> <li>• Utilize the writing process: <ul style="list-style-type: none"> <li>o Pre-writing (brainstorm, outline/story map, research, graphic organizer, etc.)</li> <li>o Draft/self-edit</li> <li>o Conference (self, peer, adult)</li> <li>o Revise/self-edit (checklists, editing symbols, utilize thesaurus, add detail/clarify)</li> </ul> </li> <li>• Publish</li> </ul> <ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Modeling</li> <li>• Writer’s Workshops</li> <li>• Peer/Teacher Conference</li> <li>• Graphic Organizer</li> <li>• Writing Guide</li> </ul> | <p><b>Resources:</b><br/> <u>Writer’s Craft</u> (McDougal Littel):<br/> Style: Mini-Lessons 19 - 23</p> <p><b>HB Language Handbook: Writer’s Craft – Voice, pg. 14, Word Choice, pg. 18</b></p> <p><b>A writing process lesson follows each story in HB.</b></p> <p><b>Assessments:</b><br/> Teacher Conferencing<br/> Holistic scoring guide: PSSA<br/> Report Card Aligned Rubrics</p>   |
| <b>Edit</b>           | <p>Edit writing after rethinking logic of organization and rechecking central ideas, content, paragraph development, level of detail, style, tone and word choice.</p> <ul style="list-style-type: none"> <li>• Spell common, frequently used words correctly.</li> <li>• Use capital letters correctly.</li> <li>• Punctuate correctly (periods, exclamation points, questions marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses).</li> </ul> <p>Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and</p> | <ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Modeling</li> <li>• Writer’s Workshops</li> <li>• Peer/Teacher Conference</li> <li>• Graphic Organizer</li> <li>• Writing Guide</li> </ul>   | <p><b>Resources:</b><br/> <u>Writer’s Craft</u> (McDougal Littel):<br/> Mini-Lessons 18 – Proofreading</p> <p><u>Writer’s Express</u> (Great Source)<br/> The Process of Writing: Revising and Editing, pgs. 55 - 74</p> <p><u>Literacy Plus</u> (Zaner-Bloser): Writing Workshops 8, 9 – Getting Started Workshops 19 – Functional Mechanics</p> <p>HB Language Handbook: Writer’s Craft – Conventions, pg. 34</p> <p>HB: Theme 1: 83F, 105D,<br/> HB: Theme 2: 205F, 235D,</p> |

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|                               | <ul style="list-style-type: none"> <li>• interjections properly.</li> <li>• Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).</li> </ul> |                                  | HB: Theme 4: 437F, 461D<br>HB: Theme 5: 547D, 575D<br>HB: Theme 6: 665D, 691D, 709C<br><br>HB: All Themes: Daily Language Practice<br><br><b>Assessments:</b><br>Teacher Conferencing<br>Holistic scoring guide: PSSA<br>Report Card Aligned Rubrics  |
| <b>Publish – Present Work</b> | Present and/or defend written work for publication when appropriate.   |                                  | <b>Resources:</b><br><u>Writer’s Express</u> (Great Source)<br>The Process of Writing: Publishing Your Writing, pgs. 68 - 74<br><br><u>Literacy Plus</u> (Zaner-Bloser): Writing Workshops 10 – Getting Started<br><br>HB Language Handbook: Writer’s Craft – Presenting Your Work, pg.36<br><br>HB: Theme 1: 83F, 105D,<br>HB: Theme 2: 205F, 235D,<br>HB: Theme 4: 437F, 461D<br>HB: Theme 5: 547D, 575D<br>HB: Theme 6: 665D, 691D, 709C<br><br><b>Assessments:</b><br>Teacher Conferencing<br>Holistic scoring guide: PSSA<br>Report Card Aligned Rubrics |

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| H.   | Publish work in various formats for different audiences.  | <ul style="list-style-type: none"> <li>Select publication format based upon the initial purpose for the piece.</li> </ul>                              | <b>Assessments:</b><br>Holistic scoring guide: PSSA Report Card Aligned Rubrics to evaluate:<br>Classroom Display<br>Hall Display<br>Individual Book<br>Class Book<br>Multi-media project<br>Class web site<br>Community publication<br>Submit to Children's Publication |
| <b>Standard 1.6 Speaking and Listening</b> |   |  |  |
| <b>Overview</b>                            | <i>Address the major areas of listening and speaking:</i> <ul style="list-style-type: none"> <li>Listening to others</li> <li>Listening to literature</li> <li>Formal Speaking</li> <li>Contributing to discussion</li> <li>Participating in a discussion</li> <li>Formal presentation of a project to a small group and a large group</li> <li>Use of media in listening and speaking</li> </ul> | Strategies and skill of expressive and receptive language skills can be cross curricular and should be demonstrated and evaluated in all content area. | <b>Harcourt Anthology:</b> Speaking and Listening activities available following each story  |

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| <b>Listen to Others</b>     | <p>Active listening will be evident in a variety of situations. After listening to others, students will be able to</p> <ul style="list-style-type: none"> <li>• Ask probing questions.</li> <li>• Analyze information, ideas and opinions to determine relevancy.</li> <li>• Take notes when needed.</li> </ul>   | <p>Strategies may include:</p> <ul style="list-style-type: none"> <li>• T chart</li> <li>• Modeling</li> <li>• Discussion guides</li> <li>• I statements</li> <li>• Read aloud</li> <li>• Share, Pair, Reading</li> </ul>    | <p><b>Resources:</b><br/> <b>HB: Speaking and Listening activities available following each story.</b></p> <p><b>Assessments:</b><br/> Teacher Observation<br/> Report Card Aligned Rubrics to evaluate:<br/> Discussion groups<br/> Literature Circles<br/> Audience situations<br/> Viewing media</p> |
| <b>Listen to Literature</b> | <p>Actively listens to selections of literature. (Include poetry, novels, short stories, excerpts)</p> <ul style="list-style-type: none"> <li>• Relate them to previous knowledge.</li> <li>• Predict content/events.</li> <li>• Summarize events and identify the significant points.</li> <li>• Identify and define new words and concepts.</li> <li>• Analyze the selection.</li> </ul> | <p>Strategies may include:</p> <ul style="list-style-type: none"> <li>• Read alouds</li> <li>• Listening center</li> <li>• Graphic organizers (Ex. story frame, summary writing, retelling, vocabulary organizer)</li> </ul> | <p><b>Resources:</b><br/> Read Aloud (use selections from all content areas)<br/> Listening Centers</p> <p>HB: Speaking and Listening activities available following each story.</p> <p><b>Assessments:</b><br/> Teacher Observation</p>  |

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| <b>Formal Speaking</b>           | <p>Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> <li>• Use complete sentences.</li> <li>• Pronounce words correctly.</li> <li>• Adjust volume to purpose and audience.</li> <li>• Adjust pace speech to convey meaning.</li> <li>• Adjust stress (emphasis) and inflection to enhance meaning.</li> </ul>  | <p>Strategies may include:</p> <ul style="list-style-type: none"> <li>• Mastery technique</li> <li>• Modeling</li> <li>• Self-evaluation</li> </ul>   | <p><b>Resources:</b><br/>HB: Speaking and Listening activities available following each story.</p> <p><b>Assessments:</b><br/>Teacher Observation<br/>Rubrics to evaluate:<br/>Speeches/ presentations in all content areas</p>   |
| <b>Contribute to Discussions</b> | <p>Contribute to discussions through questioning, sharing of opinion, and appropriate listening.</p> <ul style="list-style-type: none"> <li>• Ask relevant, probing questions.</li> <li>• Respond with relevant ideas or reasons in support of opinions expressed.</li> <li>• Listen to and acknowledge the contributions of others.</li> <li>• Adjust tone and involvement to encourage equitable participation.</li> <li>• Clarify, illustrate or expand on a response when asked.</li> <li>• Present support for opinions</li> </ul> <p>Paraphrase and summarize, when prompted.</p> | <p>Strategies may include:</p> <ul style="list-style-type: none"> <li>• Stop and jot to use as reference during discussion</li> <li>• Graphic organizer ex 5 Ws: who, what when, where, why for question writing</li> </ul> | <p><b>Resources:</b><br/><u>Guided Readers and Writers</u>(Fountas and Pinnell): Talking: pg280 -284</p> <p><b>Assessments:</b><br/>Teacher Observation<br/>Rubrics to evaluate:<br/>Literature discussion groups ie<br/>Literature circles<br/>Large and small group discussions</p> |

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| <b>Participate in Discussions</b> | Participate in small and large group discussions and presentations. <ul style="list-style-type: none"> <li>• Initiate everyday conversation.</li> <li>• Select a topic and present an oral reading.</li> <li>• Conduct interviews as part of the research process.</li> <li>• Organize and participate in informal debates.</li> </ul>  |                                  | <b>Resources:</b><br><b>Assessments:</b><br>Rubrics to evaluate:<br>Literature discussion groups ie<br>Literature circles<br>Large and small group discussions  |
| <b>Use Media</b>                  | Use media for learning purposes <ul style="list-style-type: none"> <li>• Describe how the media provides information that is sometimes accurate, sometimes biased based o a point of view or by the opinion or beliefs of the presenter.</li> <li>• Analyze the role of advertising in the media.</li> <li>• Create a multimedia (e.g., film, music, computer-graphic) presentation for display or transmission.</li> </ul> |                                  | <b>Resources:</b><br>United Streaming videos<br><a href="http://www.Brianpop.com">www.Brianpop.com</a><br>Search engines<br><b>Assessments:</b><br>Report Card Aligned Rubrics to evaluate:<br>Power point presentations<br>Digital Movies<br>Tape recorded presentations |

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| <b>Standard 1.7</b><br><b>Characteristics and Functions of the English Language</b>   |   |  |  |
| <b>A.</b> Describe the origins and meanings of common, learned and foreign words used frequently in the English language (e.g., carte blanche, faux pas). |   |  |  |
| <b>B.</b> Analyze the role and place of standard American English in speech, writing and literature.  |   |  |  |
| <b>Standard 1.8 Research</b>  |   |  |  |
| <b>Overview</b>   | Research, organize, write, and publish a multi-paragraph paper on a selected topic. | Strategies and content specified in each area below.<br><br>Academic team teachers will determine for their team in what content area/s the paper will be researched and written.  | Library and other media sources<br><br>Content area curriculum materials   |
| <b>Locate Information</b>   | Locate information using appropriate sources and strategies.                        | <ul style="list-style-type: none"> <li>• Determine valid resources for researching the topic, including primary and secondary sources.</li> <li>• Evaluate the importance and quality of the sources.</li> <li>• Select essential sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases).</li> <li>• Use table of contents, indices, key words, cross-references, and appendices</li> <li>• Use traditional and electronic search tools.</li> <li>• Use primary sources such as interviews, surveys, case studies, observations</li> </ul> Utilize the writing process | <b>Resources:</b><br><u>Writer's Express</u> (Great Source) Writing a Classroom Report pgs 192 – 203<br><u>Writer's Craft</u> (McDougal Littell): Report of Information – pgs 168 - 179<br><u>Literacy Plus</u> (Zaner-Bloser): Reading Workshop 68 – Credible Sources<br>HB: Theme 1:20E, 40E<br>HB: Theme 3: 303E<br>HB: Theme 6: 625D<br><b>Text resources</b><br>Library<br>Internet<br>Experts<br><b>Assessments:</b><br>Teacher Conferencing<br>Holistic scoring guide: PSSA |

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| <p><b>Organize and Present Research</b></p> | <p>Organize, summarize and present the main ideas from the research.</p> | <ul style="list-style-type: none"> <li>• Identify the steps necessary to carry out a research project.</li> <li>• Take relevant notes from sources.</li> <li>• Develop a thesis statement based on research.</li> <li>• Give precise, formal credit for others' ideas, images or information using a standard method of documentation.</li> <li>• Use formatting techniques to create an understandable presentation for a designated audience</li> <li>• Create a supporting structure</li> <li>• Utilize the writing process: <ul style="list-style-type: none"> <li>o Draft/self-edit</li> <li>o Conference (self, peer, adult)</li> <li>o Revise/self-edit (checklists, editing symbols, utilize thesaurus, add detail/clarify)</li> </ul> </li> </ul> | <p><b>Resources:</b><br/> <u>Writer's Express (Great Source)</u><br/> Writing a Classroom Report pgs 192 – 203</p> <p><u>Writer's Craft (McDougal Littell):</u><br/> Report of Information – pgs 168 - 179</p> <p>Note taking/ Organization<br/> HB: Theme 3: 281F, 303D, 325J<br/> Outlining<br/> HB: Theme 5: 354J<br/> HB: Theme 6: 665B<br/> Research Report<br/> HB: Theme 2: 281E-F<br/> HB: Theme 3: 303E-F, 325C-D, 349C-D<br/> HB: Theme 4: 371C, D, J, 374E, 414E, 438E</p> <p><b>Assessments:</b><br/> Teacher Observation<br/> Holistic scoring guide: PSSA<br/> Report Card Aligned Rubrics</p> |