

Blackhawk School District

CURRICULUM

Course Title:	ELA
Grade Level(s):	Sixth Grade
Length of Period:	75-85 Minutes
Length of Course:	One year
Periods per week:	Five
Faculty Author(s):	Mandie Cline, Mary Jane Lombardo, Barb Mallozzi
Date:	May 2008, Revised February 2012

COURSE DESCRIPTION: Students will continue to develop independent reading skills by working on comprehension skills, fluency, and interpretation and analysis of fiction and nonfiction. To accomplish this, students will use reading strategies as they read three novels and several selections from the literature book. In addition, students will incorporate lessons on grammar and mechanics as they learn to write narrative, informative, and persuasive pieces. Students will utilize multimedia technology in project creation throughout the course.

ESSENTIAL QUESTIONS:

Essential questions are the heart of the curriculum. Essential questions are conceptual commitments that teachers will use to guide instructional decision-making. In addition, they are kid friendly so that students can easily understand them. Essential questions are meant to be shared with students in either discussion or posting in the classroom.

1. What can I do as I read to connect my thoughts and share them with others?
2. What can I do to be a better listener and speaker in order to communicate clearly with others?
3. Throughout my life, how can I use research to gain knowledge?
4. How will writing be important throughout my life?
5. What can I do to be a better writer in order to communicate clearly with others?
6. How can the process of writing help me to be a better writer?
7. How can the knowledge of language help me to understand and communicate clearly?
8. How can I tell a story, inform others, and convince others through my writing?
9. How does interaction with text provoke thinking and response?
10. How do we develop into effective readers and writers?

<p style="text-align: center;">COURSE OUTLINE OBJECTIVES (PA standards and anchors) PROPOSED TIME / ACTUAL TIME RESOURCES</p>	<p style="text-align: center;">LESSON REFLECTION (for future revisions)</p>
<p>Pacing Guide</p> <p>1st Qtr: September-November 39-42 days</p> <ul style="list-style-type: none"> • T-riffic Writing (4 days) • 3 literature selection stories (include reading strategies) (15-20 days) COLLECTION 3 • Begin 1st Novel (15-10 days) (Mandie, Number the Stars / Barb, Al Capone / Mary Jane, Bud Not Buddy* research unit- 5 days) • Halloween Scary Story (8 days) (E06.C.1.3.1-E06.C.1.3.5) (E.06.D.2.1.1-E06.D.2.1.5) <p>2nd Qtr: November-January 40-56 days</p> <ul style="list-style-type: none"> • Continue 1st Novel (20 days) • Drama selection (A Christmas Carol – book and multimedia source) (10 days) • 6 literature selection stories (10 days) COLLECTION 5 • Descriptive Writing (5 days) (E06.D.2.1.1-E06.D.2.1.5) • Biography (Barb’s classes) (3 days) <p>3rd Qtr: January-March 30-45 days</p> <ul style="list-style-type: none"> • 2nd Novel (20 days) (Barb, Number the Stars / Mary Jane, Al Capone / Mandie, Bud Not Buddy* research unit – 5 - days) • PSSA Prep (6 days) • 3-4 literature selection stories (15-20 days) COLLECTION 6 • Biography (Mandie’s classes) (3 days) • Poetry stories COLLECTION 7 (6 days) <p>4th Qtr: April-May 36-41 days plus PSSA testing and end of the year</p> <ul style="list-style-type: none"> • Children’s Book and Grammar Skill Focus (20 days) • 3rd Novel (20 days) (Mary Jane, Number the Stars / Mandie, Al Capone / Barb, Bud Not Buddy* research unit- 5 days) • Biography (Mary Jane’s classes) (3 days) • Writing: Persuasive Fact and Evidence based oral argument citing 2 credible sources 5 days) (E06.C.1.1.1-E06.C.1.1.5) 	

Novels

Al Capone Does My Shirts by Gennifer Choldenko (15-20 days)

R6.A.1.3.1, 1.2.8A Make inferences and draw conclusions based on information from fictional text. AC / NTS / BNB

R6.A.1.3.2 Cite evidence from text to support generalizations. AC (E06.A-K.1.1.1)

R6.A.1.5.1 Summarize the key details and events of a fictional text as a whole. AC / NTS / BNB

R6.A.1.6.1, 1.2.8A Identify and describe the author's intended purpose of text. AC / NTS / BNB

R6.A.1.6.2, 1.2.8A Describe and analyze examples of text that support the author's intended purpose. AC / NTS/ BNB

(Note: narrative and poetic text)

R6.B.1.1.1, 1.3.8B Interpret, compare, describe, analyze, and evaluate the relationships among the following within fiction and literary nonfiction:

- Character – interpret, compare, describe, analyze, and evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters and between characters and other components of text. AC / NTS / BNB
- Setting - interpret, compare, describe, analyze, and evaluate the setting and the relationship between setting and other components of text. AC / NTS / BNB
- Theme – interpret, compare, describe, analyze, and evaluate the theme and the relationship between the theme and other components of text. AC / NTS / BNB

R6.B.2.1.1, 1.3.8C Identify, interpret, describe, and analyze the examples of personification, simile, alliteration, metaphor, hyperbole, and imagery in text. AC (E06.A-V.4.1.2)

R6.B.2.2.1, 1.3.8B Identify and describe the point of view of the narrator as first person or third person point of view. AC / BNB (E06.A-C.2.1.1)

1.1.8C Use knowledge of root words as well as context clues and glossaries to understand to understand specialized vocabulary. AC / NTS / BNB

1.1.8E Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. AC / BNB

1.1.8.H Demonstrate fluency and comprehension in reading. AC

- Read familiar material aloud with accuracy
- Self-correct mistakes
- Use appropriate rhythm, flow, meter, and pronunciation
- Read a variety of genres and types of text
- Demonstrate comprehension

R6.B.1.2.1, 1.1.8G Interpret, compare, describe, analyze, and evaluate connections between texts. AC (E06.A-C.3.1)

* PSSA Prep Activities:

- Context Clues *can be taught with any novel
- Review Suffixes
- Review Cause and Effect and Inferences
- Story Elements *can be taught with any novel
- Theme *can be taught with any novel

- Text Organization and Problem / Solution *can be taught with any novel

Robust Vocabulary for *Al Capone Does My Shirts*:

Chapters 1-9

Buoy (4) / Peculiar (24) / Humane (29) / Opponent (32) / Impressive (33) / Endanger (38) / Attire (38) / Scoffing (46) / Contraption (54) / Sarcastic (58)

Chapters 11-29

Unresponsive (68)

Scrawny (73) / Solitary (77) / Preposterous (112) / Appalled (112) / Shenanigans (112) / Humiliation (134) / Diligent (145) / Recommendation (155) / Jeopardize (162)

Chapter 30-40

Possessive (130) / Interview (179) / Earnest / Labored / Vulnerable / Preferential / Fascinated (180) / Parallel / Offense / Bias

Number the Stars by Lois Lowry (15-20 days)

R6.A.1.2.2 Define and apply how the meaning of words or phrases changes when using context clues given in explanatory sentences. NTS / BNB (E06.A-C.2.1.3)

R6.A.1.3.1, 1.2.8A Make inferences and draw conclusions based on information from fictional text. AC / NTS / BNB

R6.A.1.5.1 Summarize the key details and events of a fictional text as a whole. AC / NTS / BNB

R6.A.1.6.1, 1.2.8A Identify and describe the author's intended purpose of text. AC / NTS/ BNB (E06.A-C.2.1.1)

R6.A.1.6.2, 1.2.8A Describe and analyze examples of text that support the author's intended purpose. AC / NTS/ BNB

(Note: narrative and poetic text) (E06.A-C.2.1.1)

R6.B.1.1.1, 1.3.8B Interpret, compare, describe, analyze, and evaluate the relationships among the following within fiction and literary nonfiction:

- Character – interpret, compare, describe, analyze, and evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters and between characters and other components of text AC / NTS / BNB
- Setting - interpret, compare, describe, analyze, and evaluate the setting and the relationship between setting and other components of text. AC / NTS / BNB
- Plot - interpret, compare, describe, analyze, and evaluate elements of the plot (conflict, rising action, climax and resolution) and the relationship between elements of the plot and other components of text. NTS / BNB
- Theme – interpret, compare, describe, analyze, and evaluate the theme and the relationship between the theme and other components of text. AC / NTS / BNB

R6.B.3.3.1, 1.1.8G Identify, interpret, and analyze text organization, including sequence, question/answer, comparison/contrast,

cause/effect, or problem/solution. NTS

R6.B.3.3.4 Identify, compare, explain, interpret, describe, and analyze the sequence of steps in a list of directions NTS

1.1.8C Use knowledge of root words as well as context clues and glossaries to understand to understand specialized vocabulary.

AC / NTS / BNB

1.1.8F Understand the meaning of and apply key vocabulary. NTS / BNB

* PSSA Prep Activities:

- Sequence
- Context Clues *can be taught with any novel
- Story Elements *can be taught with any novel
- Theme *can be taught with any novel
- Text Organization and Problem / Solution

Robust Vocabulary for *Number the Stars*:

Chapters 1-4

Contempt (3) / Tremble (3) / Sneer (3) / Defiant (4) / Obstinate (4) / Resist (5) / Scold (6) / Murmur (9) / Impassive (10) / Solemn (13) / Mourn (16) / Haughtily (19) / Sarcastic (21) / Torment (24) / Disgust (28) / Disdain (29) / Tense (33)

Chapters 5-8

Harsh (44) / Desperate (45) / Reluctant (52) / Distant (55) / Exasperate (57) / Rueful (69) / Timid (70)

Chapter 9-12

Deftly (75) / Condescending (84)

Chapters 13-17

Brusque (110) / Tantalize (111) / Enrage (114) / Insolent (116) / Scornfully (116) / Contempt (116) / Devastating (129)

Bud Not Buddy by Christopher Paul Curtis (15-20 days)

R6.A.1.2.2 Define and apply how the meaning of words or phrases changes when using context clues given in explanatory sentences. NTS / BNB (E06.A-K.1.1.1)

R6.A.1.3.1, 1.2.8A Make inferences and draw conclusions based on information from fictional text. AC / NTS / BNB(E06.A-K.1.1.1)

R6.A.1.4.1, 1.1.8G Identify and explain stated or implied main ideas and relevant supporting details from fictional text.

(Note: Items may target specific paragraphs.) BNB

R6.A.1.5.1 Summarize the key details and events of a fictional text as a whole. AC / NTS / BNB

R6.A.1.6.1, 1.2.8A Identify and describe the author's intended purpose of text. AC / NTS/ BNB

R6.A.1.6.2, 1.2.8A Describe and analyze examples of text that support the author's intended purpose. AC / NTS/ BNB

(Note: narrative and poetic text)

R6.B.1.1.1, 1.3.8B Interpret, compare, describe, analyze, and evaluate the relationships among the following within fiction and literary nonfiction:

- Character – interpret, compare, describe, analyze, and evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters and between characters and other components of text AC / NTS / BNB
- Setting - interpret, compare, describe, analyze, and evaluate the setting and the relationship between setting and other components of text. AC / NTS / BNB
- Plot - interpret, compare, describe, analyze, and evaluate elements of the plot (conflict, rising action, climax and resolution) and the relationship between elements of the plot and other components of text. NTS / BNB
- Theme – interpret, compare, describe, analyze, and evaluate the theme and the relationship between the theme and other components of text. AC / NTS / BNB (E06.A-K.1.1.2)

R6.B.2.1.2, 1.3.8C Identify, interpret, describe, and analyze the author's purpose for and effectiveness at using figurative language in text. BNB (E06.A-C.2.1.3)

R6.B.2.2.1, 1.3.8B Identify and describe the point of view of the narrator as first person or third person point of view. AC / BNB

R6.B.2.2.2, 1.3.8B Interpret and describe the effectiveness of the point of view used by the author. BNB (E.06.A-C.2.1.1)

1.1.8A Locate appropriate text for an assigned purpose before reading. BNB

1.1.8C Use knowledge of root words as well as context clues and glossaries to understand to understand specialized vocabulary. AC / NTS / BNB

1.1.8E Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. AC/ BNB

1.1.8F Understand the meaning of and apply key vocabulary. NTS / BNB

1.1.8G Demonstrate after reading understanding and interpretation of both fiction and non-fiction text. BNB

- Make, and support with evidence, assertions about text.
- Compare and contrast text using themes, setting, characters, and ideas.
- Make extensions to related ideas, topics, or information
- Describe the context of a document

R6.A.1.4.1, 1.1.8G Identify and explain stated or implied main ideas and relevant supporting details from text. BNB

* PSSA Prep Activities:

- Context Clues *can be taught with any novel

- Story Elements *can be taught with any novel
- Theme *can be taught with any novel
- Text Organization and Problem / Solution *can be taught with any novel

Robust Vocabulary for *Bud Not Buddy*:

Chapters 1-7

Simmered (29) / Urchin (12) / Ingratitude (14) / Engagement (6) / Luxurious (7) / Provoked (11) / Plagues (11) / Beloved (15) / Radiating (57) / Gait (58)

Chapters 8-11

Wiry (73) / Devoured (91) / Piped (93) / Wrestled (106) / Commenced (108) / Slew (111) / Paltry (117) / Puny (117) / Judgmental (118) / Endurance / Racism

Chapters 12-19

Resourceful (132) / Moldering (143) / Shunned (156) / Meddling (157) / Rattle (134) / Flimsy (131) / Loathsome (136) / Mellowed (143) / Embouchure (194) / Copasetic (192) / Dinky (204)

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Collection 3: Short Story: Character

Eleven, page 244, by Sandra Cisneros

Vocabulary: Rattling, Raggedy, Itchy, Invisible

R6.A.1.3.1, 1.2.8A Make inferences and draw conclusions based on information from fictional text.

R6.B.1.1.1, 1.3.8B Interpret, compare, describe, analyze, and evaluate the relationships among the following within fiction and literary nonfiction:

- Character – interpret, compare, describe, analyze, and evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters and between characters and other components of text.

R6.B.2.1.1, 1.3.8C Identify, interpret, describe, and analyze the examples of personification, simile, alliteration, metaphor, hyperbole, and imagery in text.

* PSSA Prep Activities:

- Simile
- Character
- Inferences

“Olympic Glory: Victories in History”, page 309 Magazine Article (R06.B-C.2.1.2)

Vocabulary: Victorious, Contemporary, Amateurs

R6.B.3.3.3 , Interpret graphics and charts and/or make connections between text and content of graphics and charts.

R6.B.3.3.1, Identify, explain and/or interpret text organization including sequence, question/answer, comparison/ contrast, cause/effect, or problem/solution

E06.B-K.1.1.2 Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments

E06.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases using context and affixes or roots

* PSSA Prep Activities:

- Compare/Contrast
- Root Words
- Theme
- Summarize

“Going to Bat for Baseball and Cricket”, page 316 Almanac Article (R06.B-C.2.1.2)

Vocabulary: Competition, Protective, Aggressive

R6.B.3.3.3 , Interpret graphics and charts and/or make connections between text and content of graphics and charts.

R6.B.3.3.1, Identify, explain and/or interpret text organization including sequence, question/answer, comparison/ contrast, cause/effect, or problem/solution

E06.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases using context and affixes or roots

E06.B-K.1.1.2 Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments

* PSSA Prep Activities:

- Compare/Contrast
- Root Words
- Theme
- Summarize

“Brother”, page 470, by Maya Angelou

Robust Vocabulary: Outrageous, Acquaintance, Precision, Apt, Sift

R6.B.3.1.1, 1.2.8A Interpret, describe, and analyze the use of facts and opinions to make a point or construct an argument in nonfiction text. (E06.B-K.1.1.1)

1.2.8A Read and understand essential content of information texts in all academic areas.

- Differentiate fact from opinion.
- Distinguish between essential and nonessential information.
- Identify bias and propaganda.

- Draw inferences.
- Evaluate text organization and content to evaluate the author’s purpose and effectiveness.

R6.B.2.2.1, 1.3.8B Identify and describe the point of view of the narrator as first person or third person point of view.

R6.B.2.2.2, 1.3.8B Interpret and describe the effectiveness of the point of view used by the author.

R6.A.2.3.1, 1.2.8A Make inferences and draw conclusions based on information from nonfiction text.

E06.B-K.1.1.3 Analyze in detail how a key individual or idea is introduced, illustrated, or elaborated in a text through examples, anecdotes, or sequence of steps

PSSA Prep Activities:

- Synonyms and Antonyms
- Metaphor
- Review Characterization
- Review Point of View
- Review Fact and Option

“The Land I Lost”, page 478, by Huynh Quang Nhuong

Robust Vocabulary: Infested, Wily, Hallucination, Desperate, Avenge

R6.A.2.2.2 Define and apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R6. A.2.6.1, 1.2.8A Identify and describe the author’s intended purpose of nonfiction text.

1.2.8A Read and understand essential content of information texts in all academic areas.

- Differentiate fact from opinion.
- Distinguish between essential and nonessential information.
- Identify bias and propaganda.
- Draw inferences.
- Evaluate text organization and content to evaluate the author’s purpose and effectiveness.

R6.B.2.2.1, 1.3.8B Identify and describe the point of view of the narrator as first person or third person point of view. (E06.B-C.2.1.1)

R6.B.2.2.2, 1.3.8B Interpret and describe the effectiveness of the point of view used by the author.

R6.A.2.3.1, 1.2.8A Make inferences and draw conclusions based on information from nonfiction text.

E06.B-K.1.1.3 Analyze in detail how a key individual or idea is introduced, illustrated, or elaborated in a text through examples, anecdotes, or sequence of steps

PSSA Prep Activities:

- Setting
- Review Author’s Purpose
- Review Character
- Review Inferences

- Review Synonyms
- Review Point of View (first and third)

Storm, page 507, by Gary Paulsen

Robust Vocabulary: Resembled

1.1.8G Demonstrate after reading understanding and interpretation of both fiction and non-fiction text.

- Make, and support with evidence, assertions about text.
- Compare and contrast text using themes, setting, characters, and ideas.
- Make extensions to related ideas, topics, or information
- Describe the context of a document

R6.B.2.1.1, 1.3.8C Identify, interpret, describe, and analyze the examples of personification, simile, alliteration, metaphor, hyperbole, and imagery in text. (E06.B-V.4.1.2)

E06.B-K.1.1.3 Analyze in detail how a key individual or idea is introduced, illustrated, or elaborated in a text through examples, anecdotes, or sequence of steps

E06.B-C.2.1.3 Determine how the author uses the meaning of words or phrases including figurative, connotative, or technical meanings in a text

PSSA Prep Activities:

- Review Figurative Language
- Review Author's Purpose
- Review Cause and Effect

"Mysterious Mr. Lincoln", 516, by Russell Freeman

Robust Vocabulary: Defy, Ambitious, Cautious

1.1.8G Demonstrate after reading understanding and interpretation of both fiction and non-fiction text.

- Make, and support with evidence, assertions about text.
- Compare and contrast text using themes, setting, characters, and ideas.
- Make extensions to related ideas, topics, or information
- Describe the context of a document

R6.B.2.1.1, 1.3.8C Identify, interpret, describe, and analyze the examples of personification, simile, alliteration, metaphor, hyperbole, and imagery in text.

E06.B-K.1.1.3 Analyze in detail how a key individual or idea is introduced, illustrated, or elaborated in a text through examples, anecdotes, or sequence of steps

Supplemental PSSA Prep Activities:

- Review Inferences
- Review Author's Purpose

- Review Synonyms and Antonyms
- Review Simile

“What Do Fish Have to Do With Anything”, page 522, by Avi

Robust Vocabulary: Urgency, Ashamed

1.1.8G Demonstrate after reading understanding and interpretation of both fiction and non-fiction text.

- Make, and support with evidence, assertions about text.
- Compare and contrast text using themes, setting, characters, and ideas.
- Make extensions to related ideas, topics, or information
- Describe the context of a document

R6.B.2.1.1, 1.3.8C Identify, interpret, describe, and analyze the examples of personification, simile, alliteration, metaphor, hyperbole, and imagery in text.

E06.B-K.1.1.3 Analyze in detail how a key individual or idea is introduced, illustrated, or elaborated in a text through examples, anecdotes, or sequence of steps

E06.B-C.2.1.3 Determine how the author uses the meaning of words or phrases including figurative, connotative, or technical meanings in a text

PSSA Prep Activities:

- Compare and Contrast Writing
- Compare and Contrast
- Review Drawing Conclusions
- Review Interpretation
- Review Figurative Language
- Review Author’s Purpose
- Review Character

“All Aboard with Thomas Garrett’, page 533 by Alice P. Miller

Robust Vocabulary: Prudent, Hazardous, Diligence, Jubilant, Resolution

1.1.8.D Identify basic facts and ideas in text using specific strategies.

1.1.8.E Expand a reading vocabulary and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.

E06.A-C.3.1.1 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics

E06.B-C.3.1.2 Compare and contrast one author’s presentation of events with that of another (memoir written by and a biography)

“From Harriet Tubman: The Moses of Her People” page 542 by Sarah Bradford

“From The Life of Harriet Tubman” page 544 by Jacob Lawrence

1.1.8.D Identify basic facts and ideas in text using specific strategies.

1.1.8.E Expand a reading vocabulary and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.

E.06.A-C.3.1.1 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics

E06.B-C.3.1.2 Compare and contrast one author's presentation of events with that of another (memoir written by and a biography)

Collection 6: Persuasive Texts and Media

Start the Day Right, page 607

Robust Vocabulary: Engaged, Nutritious, Irritable

R6.B.3.3.3 Interpret graphics and charts and make connections between text and the content of graphics and charts.

R6.B.3.1.1, 1.2.8A Interpret, describe, and analyze the use of facts and opinions to make a point or construct an argument in nonfiction text.

E06.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases using context and affixes and roots

PSSA Prep Activities:

- Bias and Propaganda
- Multiple Meaning Words / Homonyms and Homographs
- Review Root Words

Shine-n-Grow: Hair Repair That Really Works, page 606

Robust Vocabulary: Guarantee, Unique

R6.B.3.2.1, 1.2.8A Identify, interpret, describe, and analyze bias and propaganda techniques in nonfiction text. (E06.B-C.3.1.1)

R6.B.3.1.1, 1.2.8A Interpret, describe, and analyze the use of facts and opinions to make a point or construct an argument in nonfiction text.

E06.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases using context and affixes and roots

PSSA Prep Activities:

- Bias and Propaganda (Study Island)
- Multiple Meaning Words / Homonyms and Homographs (PSSA Coach Book Lesson 4)
- Review Root Words

Brain Breeze, page 616

Robust Vocabulary: Concentration, Enhance, Complexity

R6.B.3.2.1, 1.2.8A Identify, interpret, describe, and analyze bias and propaganda techniques in nonfiction text.

E06.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases using context and affixes

and roots

PSSA Prep Activities:

- Bias and Propaganda
- Multiple Meaning Words/ Homonyms and Homographs
- Review Root Words

Collection 7: Elements of Poetry

“Sneetches”, Page 659, by Dr. Seuss

Robust Vocabulary: Keen, Guaranteed, Peculiar

R6.B.2.1.1, 1.3.8C Identify, interpret, describe, and analyze the examples of personification, simile, alliteration, metaphor, hyperbole, and imagery in text.

Supplemental PSSA Prep Activities:

- Meter (PSSA Coach Book Lesson 26)
- Rhyme (PSSA Coach Book Lesson 27)
- Alliteration (PSSA Coach Book Lesson 28)

“The Toaster” page 711, by William Jay Smith

“The Steam Shovel”, page 714, by Charles Malam

“Things to do if you are a Subway”, page 717, by Bobbi Katz

Robust Vocabulary: Cropped, Amiably

R6.B.1.2.1, 1.1.8G Interpret, compare, describe, analyze, and evaluate connections between texts.

R6.B.2.1.1, 1.3.8C Identify, interpret, describe, and analyze the examples of personification, simile, alliteration, metaphor, hyperbole, and imagery in text.

Supplemental PSSA Prep Activities:

- Review Compare and Contrast
- Review Figurative Language
- Review Metaphors

A Christmas Carol

R6.B.1.1.1, 1.3.8B Interpret, compare, describe, analyze, and evaluate the relationships among the following within fiction and literary nonfiction:

- Character – interpret, compare, describe, analyze, and evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters and between characters and other components of text AC NTS

- Setting - interpret, compare, describe, analyze, and evaluate the setting and the relationship between setting and other components of text. AC NTS
- Plot - interpret, compare, describe, analyze, and evaluate elements of the plot (conflict, rising action, climax and resolution) and the relationship between elements of the plot and other components of text. NTS
- Theme – interpret, compare, describe, analyze, and evaluate the theme and the relationship between the theme and other components of text. AC NTS

R6.A.1.3.1, 1.2.8A Make inferences and draw conclusions based on information from fictional text. AC NTS

Supplemental PSSA Prep Activities:

- Drama (PSSA Coach Book Lesson 29. 30, 31)

Writing and Grammar

Themed Writings

6 formal writings will occur throughout the school year:

1-T-riffic summer (Narrative)

2-Halloween / Scary Story (Narrative)

3-Descriptive Essay (Narrative)

4-Children’s Book (Narrative)

5- Fact and Evidence Based Argument (Persuasive)

The following standards are addressed in the six formal writings outlined above:

1.4.8A Write narrative pieces.

1.4.8B Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews).

- Include cause and effect.
- Develop a problem and solution when appropriate to the topic.
- Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).
- Use primary and secondary sources.

1.4.8C Write persuasive pieces.

- Include a clearly stated position or opinion.
- Include convincing, elaborated, and properly cited evidence.
- Develop reader interest.

1.5.8.A Write with a sharp, distinct focus.

- Identify topic, task, and audience.
- Establish a single point of view.
- Include topic sentence, supporting details, and a concluding sentence.

1.5.8B Write using well-developed content appropriate for the topic.

- Gather, determine validity and reliability of, and organize information.
- Write paragraphs that have details and information specific to the topic and relevant to the focus.

1.5.8C Write with controlled organization.

- Sustain a logical order within sentences and between paragraphs using meaningful transitions.
- Establish topic and purpose in the introduction.
- Reiterate the topic and purpose in the conclusion.

1.5.8D Write using different types and lengths of sentences, precise language (adjectives, action verbs, etc.) and development of consistent voice.

1.5.8E Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.

1.5.8F Edit writing using the conventions of language: spell common, frequently used words correctly, use capital letters correctly, punctuate correctly (periods, exclamation points, question marks, commas in a series), use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly, use complete sentences (compound, complex, declarative, interrogative, exclamatory).

1.5.4G Present written work for publication when appropriate.

Research

Students will choose a topic and research the topic in order to present their findings. Examples of research projects:

- Research Great Depression / New Deal programs and write a formal informational piece using various sources.

All 6th grade students will complete research for a biography (from an AR book) and present their findings in a speech.

Focus skill for Biography Research: R6.A.2.3.1, 1.2.8A- Make inferences and draw conclusions based on information from nonfiction text.

Standards addressed:

1.8.8A Select and refine a topic for research

1.8.8B Locate information using appropriate sources and strategies.

- Determine valid resources for researching the topic
- Evaluate the importance and quality of the sources
- Select essential sources such as dictionaries, encyclopedias, other reference materials, interviews, and computer

databases

- Use tables of contents, indices, key words, cross references, and appendices
- Use appropriate library based source including, but not limited to, the OPAC, WorldBook Online, and selected Power Library databases.

1.8.8C Organize, summarize, and present the main ideas from research

- Identify the steps necessary to carry out a research project
- Take notes from sources using a structured format
- Develop a thesis statement based on research
- Give precise, formal credit for others' ideas, images, or information using a structured format: citation worksheet or noodle
- Use formatting techniques to create a formal research paper for a designated audience.
- Present the topic using relevant information.

PSSA Preparations

PSSA Prep and Vocabulary Building throughout School Year:

R6.A.1.1.1 Identify and apply meaning of multiple-meaning words used in fictional text.

R6.A.1.1.2 Identify and apply a synonym or antonym of a word used in fictional text.

R6.A.1.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix in a fictional text.

R6.A.2.1.1 Identify and apply meaning of multiple-meaning words used in nonfiction text.

R6.A.2.1.2 Identify and apply meaning of content-specific words used in nonfiction text. (PSSA Coach Book Lesson 6)

R6.A.2.2.1 Identify and apply how the meaning of a word is changed when an affix is added; identify and apply the meaning of a word from the text with an affix in a nonfiction text.

R6.A.2.3.1, 1.2.8A Make inferences and draw conclusions based on information from nonfiction text.

1.1.8B Identify and use common organizational structures and graphic features to comprehend information.

Speaking and Listening

These skills will be used throughout the school year in various classroom settings (i.e. presentations, discussions, cooperative learning groups, etc...)

1.6.8A Listen to others

- Ask probing questions.
- Analyze information, ideas, and opinions to determine relevancy.
- Take notes when needed.

1.6.8B Listen to selections of literature

- Relate them to previous knowledge
- Predict contents/events
- Summarize events and identify the significant points
- Identify and define new words and concepts
- Analyze the selections

1.6.8C Speak using skills appropriate to formal speech situations.

- Use complete sentences
- Pronounce words correctly
- Adjust volume to purpose and audience
- Adjust pace to convey meaning
- Add emphasis and inflection to enhance meaning

1.6.8D Contribute to discussions

- Ask relevant, probing questions
- Respond with relevant information, ideas, or reasons in support of opinions expressed
- Listen to and acknowledge the contributions of others
- Adjust tone and involvement to encourage equitable participation
- Clarify, illustrate, or expand on a response when asked
- Present support for opinions
- Paraphrase and summarize when prompted

1.6.8E Participate in small and large group discussions and presentations.

- Initiate everyday conversation

BOOK LIST FOR GRADE SIX

Bud, Not Buddy

Number the Stars

Al Capone Does My Shirts

Grammar skills to be taught in 6th, 7th, and 8th grades

- **Combining sentences: Compound Subjects and Predicates**
 - Use conjunctions /connecting words: “And”, “or”, “but” to combine parts of sentences. 6
- **Combining sentences: Compound Sentences**
 - Use conjunctions connecting words: “And”, “or”, “but”, “because”, “when”, “although”, and “since” to combine sentences. 7/8
- **Combining sentences: Complex Sentences**
 - Use subordinating conjunctions: i.e., “because”, “when”, “although”, and “since” to combine sentences. 8
 - Use relative pronouns: i.e., “who”, “whose”, “that”, “which”, “whom” to combine sentences. 8
- **Prepositions**
 - Identify and use prepositions, objects of prepositions, and prepositional phrases. 7
- **Object Pronouns in Prepositional Phrases**
 - Use object pronouns as the object of a preposition. 7
- **Using Prepositions in Writing**
 - Use prepositional phrases in the beginning of a sentence to add variety to writing. Place prepositional phrases in the appropriate place in writing. 7/8
 - Example:
 - Wrong: She told about the high dive at breakfast.
 - Correct: At breakfast, she told about the high dive.
- **Capitalization**
 - All sentences begin with a capital letter. 6/7
 - Grade 7: Capitalize the following appropriately:

- Names and Initials
 - Titles (Dr., Mrs., etc..)
 - Abbreviations
 - President
 - Family Relationships
 - Pronoun “I”
 - Nationality, Languages, Races
 - Line of Traditional Poetry
 - Quotations
 - Parts of a Letter
 - Literary, Musical, and Artwork Titles
 - Geographical Names
 - Bodies of the Universe
 - Regions and Sections of a Country / World
 - Building, Bridges, and Landmarks
 - Planes, Trains, and other Vehicles
 - Organizations and other Institutions
 - Historical Events, Periods, and Documents
 - Time Abbreviations and Calendar Events
 - Special Events, Awards, and Brand names
- Singular and Plural Nouns
 - All plural forms-Add -s, -es, -ies and irregular nouns-7R
 - Singular Possessive Nouns
 - Start with singular form, add apostrophe “s” 7
 - Plural Possessive Nouns
 - Start with the plural, if the plural ends in “s” just add Apostrophe
 - For plurals that don’t end with “s”, add apostrophe “s” 7
 - Action Verbs
 - A verb may show action. 6R/7R/8R
 - Linking Verbs

- Linking Verbs: am, is, are, was, were, be, being, been, look, feel, taste, smell, sound, become, appear, remain, stay, seem, and grow.
Example: The race will be quick. 6/7R/8R

- Helping Verbs

- Use and identify helping verbs. 7
 - Example: The man has been traveling a lot.

- Present Tense Verbs

- A verb that tells about now or in the present. 7

- Past Tense Verbs

- Past Tense Verbs and Irregular spelling patterns 7

- Future Tense Verbs

- Distinction between shall and will. 7

- Regular and Irregular Verbs

- Regular verbs add –ed to form the past and past participle. 7
- Irregular verbs change their spelling to form the past and past participle and must be memorized. 7

- Past participles terminology

- Understand the term principle parts: present, past, and past participle 7

- Present Perfect tense

- Present Perfect tense includes have or has with the past participle.7
 - Examples: They have come to my house. He has run the race.

- Past Perfect

- Past Perfect tense includes “had” with the past participle.7
 - Examples: He had just finished his homework when the telephone rang.

- Future Perfect

- Future Perfect tense includes shall have or will have with the past participle. 7

- Verbs:

- Use and identify indicative, imperative, interrogative, conditional, and subjunctive verbs. 8

- Example: Indicative: I am going to the mall.
- Example: Subjunctive: If I were you, I would run.
- Example: Interrogative: Will you go with me?
- Example: Conditional: I wish he would be kinder to me.
- Example: Imperative: Close the door.

- Active and Passive Voice

- Active Voice is when the subject performs the action. 8
- Passive Voice expresses the action performed upon the subject. 8

- Adjectives

- An adjective describes a noun or pronoun. (It tells which one, how many, what kind, and how much) 7

- Adverbs

- An adverb modifies a verb. (How?, When?, Where?, To what extent?, How much?, How often?) 7

- Comparing with Adverbs

- Use comparing adverbs with -er, -est, or more / most and irregular (real, really, good, well) 7

- Adjective or Adverb

- Use irregular adverbs (real, really, good, well, bad, badly) 7

- Negatives

- Avoid double negatives. 7

- Subject-Verb Agreement

- Agreement with singular subject, plural subject, I and you. 7

- Subject Pronouns

- Identify and use subject pronouns: I, you (singular), he, she, it, we, you (plural), they. 6
 - Example: My friend and I went to dinner.

- Object Pronouns

- Identify and use object pronouns 6
- Singular: me, you, him, her, it and
- Plural: Us, you them
 - Example: Please call me tonight. Hand that pencil to me. Hand me that pencil.

- Possessive Pronouns

- Identify and use possessive pronouns 6
 - Example: My book was stolen.

- Intensive Pronouns

- Identify and use intensive pronouns 6
 - Example: The players, themselves, designed their uniforms.

- Indefinite Pronouns

- Identify and use indefinite pronouns 6
 - Example: Most of the players lost their uniforms.

- Pronoun and Antecedent Agreement

- Identify pronoun and antecedent agreement. 6
 - Example: Amy bought her new purse.

- Contractions and Pronouns

- Avoid using contractions as pronouns: its, it's; their, they're; your, you're) 6

- Commas

- Commas are used for the following purposes:
 - Introductory words: Yes, I am going to the game. 6/7
 - Greeting/Salutation and Closing: Dear Bob, / Sincerely, 6/7
 - Interjection: Oh, I guess I will go. 6/7
 - Nouns in Direct Address: Michelle, are you coming with us? 6/7
 - Appositive: My mother, Barb, is cooking dinner for us. 6/7
 - Interrupters: Joe, however, did not come to the party last night. 6/7
 - To avoid confusion: Before hieroglyphics, records were not kept on paper. 6/7
 - To separate adjectives of equal rank before a noun to modify: Both father and son made a quick, daring escape. 6/7
- Commas are used to separate a list. 6/7
 - CORRECT: Eggs, bacon, and toast
 - INCORRECT: Eggs, bacon and toast
- Identify and use commas correctly for nonrestrictive and parenthetical elements 6/7
 - Example: The bridge, which was old, needed new steel beams.
- Identify and use commas to separate coordinate adjectives 7

- Example: It was a fascinating, enjoyable movie.
- Identify and use commas to indicate a pause 8
 - Example: Into the house, crept the stalker.

- Direct Quotations

- Use quotations marks and appropriate punctuation to identify dialogue. 6/7/8
 - Example: Captain Smith said, “Abandon the ship.”

- Indirect Quotation

- Do not use quotation marks when using an indirect quote. 6/7/8
 - Example: Finally, Captain Smith told the radio operators that they should abandon their ship.

- Divided Quotation

- Use quotations around both parts of a divided quote. 6/7/8
 - Examples:
 - “The ship,” the owner said, “is unsinkable.”
 - “The ship is unsinkable,” said the owner. “It has extra protection because of its double bottom hull.”

- Parenthesis

- Identify and use parenthesis for nonrestrictive and parenthetical elements 6
 - Example: She found safety in the home of the neighbors (they were peaceful Quakers) who bought out the remainder of her time as a slave.

- Dashes

- Identify and use dashes for nonrestrictive and parenthetical elements 6
 - Example: She traveled all over the country—even to the White House—speaking about abolishing slavery.
- Identify and use dashes to indicate a pause 8
 - Example: She traveled all over the country –even to the White House—speaking about abolishing slavery.

- Ellipsis

- Identify and use ellipsis to indicate an omission. 8
 - Example: My friend ... lost her homework.

- Phrases and Clauses
 - Identify phrases and clauses and use them correctly in writing. 8

- Dangling Modifier
 - Identify and use correctly. 8
 - Example: Running for the bus, my books fell in the mud.

- Verbals
 - Gerund—verb with “ing” used as a noun 8
 - Participles—verb with “ing” “ed” or irregulars used as an adjectives 8
 - Infinitives—“to” + verb used as nouns, adjectives, and adverbs 8

- Citations
 - Use punctuation in MLA citation accurately in works cited. 8