

Seneca Valley School District

# ELA Curriculum

Grade 6

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## Links and documents to support the ELA Curriculum Document

The Pennsylvania Department of Education publishes the **Standards Aligned System (SAS)** website to provide resources to school districts across the state. <http://www.pdesas.org> This site is utilized by the curriculum committee to access documents in the process of creating the Seneca Valley curriculum document.

Multiple documents have been utilized to create the Seneca Valley Curriculum Documents including:

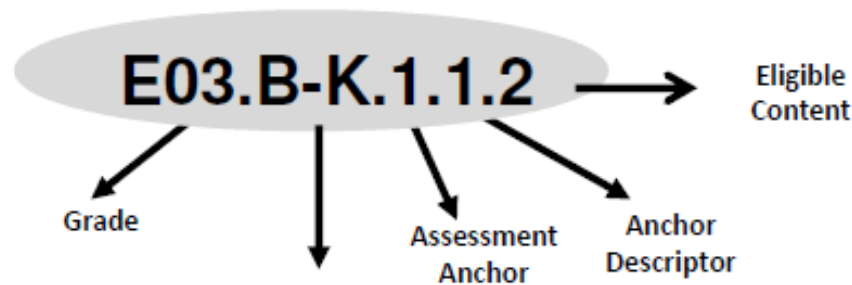
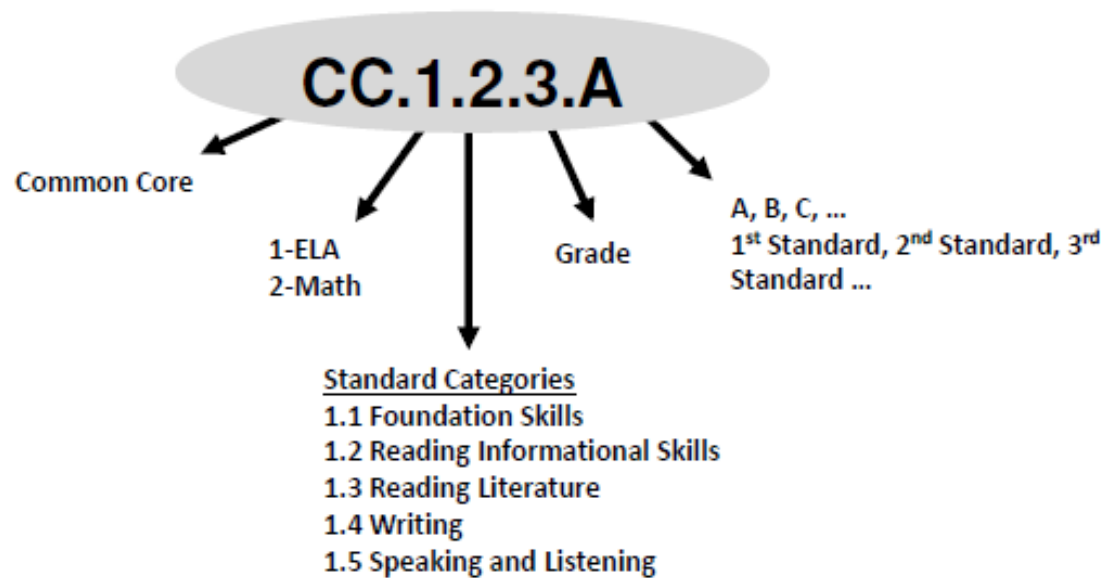
**Pennsylvania Core Standards** - This link will take you directly to the state PA Core Standards from which our documents are based upon. In addition, page 2 of the document provides an introduction to the five standard categories. <http://www.pdesas.org/Standard/PACore>

**PA Core Curriculum Framework** – This link will take you the framework developed by the state. You can select a subject/grade level and search by standard and grade level. This link will be helpful to dig deeper into the standards and view long term transfer goals, essential questions and concepts.

<http://www.pdesas.org/CurriculumFramework/PAC/>

**ELA Assessment Anchors and Eligible Content** – This link will take you ELA Assessment Anchors and Eligible Content for grades 3 – 8 as well as Literature and English Composition Assessment. (Please choose from the links listed in blue on the left side of the screen.) <http://www.pdesas.org/Standard/PACore>

# Understanding the Organization of the PA Common Core Standards



## Reporting Categories

- A = Literature Text
- B = Informational Text
- A-K and B-K = Key Ideas and Details
- A-C and B-C = Craft and Structure/Integration of Knowledge and Ideas
- A-V and B-V = Vocabulary Acquisition and Use
- C = Writing
- D = Language

<p><b>STANDARD CATEGORY</b>  1.2 Reading Informational Text  Students read, understand and respond to informational text-with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p><b>GRADE LEVEL STANDARD CC.1.2.3.A</b>  Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	
<p><b>ASSESSMENT ANCHOR</b>-The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it.  E03.B-K.1 Key Ideas and Details</p>	
<p><b>ANCHOR DESCRIPTOR</b>-The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content unified under and aligned to it.  E03.B-K.1.1 Key Ideas and Details  Demonstrate the understanding of key ideas and details in informational texts.</p>	<p><b>ELIGIBLE CONTENT</b>-The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA. E03.B-K.1.1.2  Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>

## Reading Informational Text

<b>Overall Learning Focus/Goal</b>
<p><b>1.2 Reading Informational Text</b>                  Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p>

<b>PA Common Core Standards</b>		
<p><b>Key Ideas and Details</b></p> <p><b>Main Idea</b>  <b>CC.1.2.6.A</b>                  Determine the central ideas of a text and how they are conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>Text Analysis</b>  <b>CC.1.2.6.B</b>                  Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.                  (anecdotes or sequence of steps)</p>		•
<b>PA Common Core Standards</b>		

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<p><b>Text Analysis (continued)</b> <b>CC.1.2.6.C</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples, anecdotes or sequence of steps)</p>		
<p><b>Craft and Structure</b></p> <p><b>Point of View</b> <b>CC.1.2.6.D</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>Text Structure</b> <b>CC.1.2.6.E</b> Analyze the author’s structure through the use of paragraphs, chapters, or sections.</p> <p><b>Vocabulary</b> <b>CC.1.2.6.F</b> Determine the meaning of words and phrases as they are</p> <p><b>Craft and Structure (continued)</b></p>		

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<p>used in grade level reading and content, including interpretation of figurative language in context.</p>		
<p><b>PA Common Core Standards</b></p>		
<p><b>Integration of Knowledge and Ideas</b></p> <p><b>Diverse Media</b> <b>CC.1.2.6.G</b> Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><b>Evaluating Argument</b> <b>CC.1.2.6.H</b> Evaluate an author’s argument by examining claims and</p>		<ul style="list-style-type: none"><li>•</li></ul>

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<p>determining if they are supported by evidence</p> <p><b>Analysis Across Texts</b> <b>CC.1.2.6.I</b> Examine how two authors present similar information in different types of text.</p>		
<p><b>PA Common Core Standards</b></p>		
<p><b>Vocabulary Acquisition and Use</b></p> <p><b>CC.1.2.6.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>CC.1.2.6.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of</p>		



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strategies and tools.		
<b>PA Common Core Standards</b>		
<b>Range of Reading</b>  <b>CC.1.2.6.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently		<ul style="list-style-type: none"><li>•</li></ul>

## Reading Literature

<b>Overall Learning Focus/Goal</b>
<b>1.3 Reading Literature</b> <b>Students read and respond to works of literature – with an emphasis of comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>

<b>PA Common Core Standards</b>		
<p><b>Key Ideas and Details</b>  <b>Theme CC.1.3.6.A</b>            Determine a theme or central ideas of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>Text Analysis</b>  <b>CC.1.3.6.B</b>            Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.</p> <p><b>Literary Elements</b>  <b>CC.1.3.6.C</b>            Describe how a particular story or drama’s plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.</p>		<ul style="list-style-type: none"> <li>•</li> </ul>

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<b>PA Common Core Standards</b>		
<p><b>Craft and Structure</b></p> <p><b>Point of View</b> <b>CC.1.3.6.D</b> Determine the author’s purpose in a text and explain how it is conveyed in a text.</p> <p><b>Text Structure</b> <b>CC.1.3.6.E</b> Analyze how the structure of a text contributes to the development of theme, setting, and plot.</p> <p><b>Vocabulary</b> <b>CC.1.3.6.F</b> Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.</p>		<ul style="list-style-type: none"><li>•</li></ul>
<b>PA Common Core Standards</b>		

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<p><b>Integration of Knowledge and Ideas</b></p> <p><b>Sources of Information</b>  <b>CC.1.3.6.G</b>        Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.</p> <p><b>CC.1.3.6.H</b>        Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>PA Common Core Standards</b></p>		
<p><b>Vocabulary Acquisition and</b></p>		

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<p style="text-align: center;"><b>Use</b></p> <p><b>CC.1.3.6.I</b>          Determine or clarify the meaning of unknown words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.3.6.J</b>          Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
<p style="text-align: center;"><b>Range of Reading</b></p> <p><b>CC.1.3.6.K</b>          Read and comprehend literary fiction on grade level, reading independently and proficiently</p>		<ul style="list-style-type: none"> <li>•</li> </ul>

## Writing

<b>Overall Learning Focus/Goal</b>
<b>1.4 Writing</b>

**Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

<b>PA Common Core Standards</b>		
<p><b>Informative/Explanatory</b> <b>CC.1.4.6.A</b> Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p><b>Opinion/Argumentative</b> <b>CC.1.4.6.G</b> Write arguments to support claims.</p> <p><b>Opinion/Argumentative</b> <b>(continued)</b></p>		

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<p><b>Narrative</b> <b>CC.1.4.6.M</b> Write narratives to develop real or imagined experiences or events.</p>		
<p><b>PA Common Core Standards</b></p>		
<p><b>Writing - Focus</b></p> <p><b>Informative/Explanatory</b> <b>CC.1.4.6.B</b> Identify and introduce the topic for the intended audience.</p> <p><b>Opinion/Argumentative</b> <b>CC.1.4.6.H</b></p>		

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<p>Introduce and state an opinion on a topic.</p> <p><b>Writing – Focus (continued)</b></p> <p><b>Narrative</b> <b>CC.1.4.6.N</b> Engage and orient the reader by establishing a context and introducing a narrator and/or characters.</p>		
<p><b>PA Common Core Standards</b></p>		
<p><b>Writing -Content</b> <b>Informative/Explanatory</b> <b>CC.1.4.6.C</b> Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p><b>Opinion/Argumentative</b> <b>CC.1.4.6.I</b></p>		



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<p>Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.</p> <p><b>Narrative</b>  <b>CC.1.4.6.O</b>        Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and or characters: use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>		
<p><b>PA Common Core Standards</b></p>		
<p><b>Writing - Organization</b></p> <p><b>Informative/Explanatory</b>  <b>CC.1.4.6.D</b>        Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p>		<ul style="list-style-type: none"> <li>•</li> </ul>

**Writing – Organization  
(continued)**

**Opinion/Argumentative  
CC.1.4.6.J**

Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.

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<p><b>Narrative</b> <b>CC.1.4.6.P</b> Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.</p>		
<p><b>PA Common Core Standards</b></p>		
<p><b>Writing - Style</b></p> <p><b>Informative/Explanatory</b> <b>CC.1.4.6.E</b> Write with awareness of the stylistic aspects of composition</p> <p><b>Opinion/Argumentative</b> <b>CC.1.4.6.K</b> Write with awareness of the stylistic aspects of composition.</p> <p><b>Narrative</b> <b>CC.1.4.6.Q</b> Write with awareness of the stylistic aspects of writing.</p>		

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<p>Vary sentence patterns for meaning, reader/listener interest, and style. Use precise language. Develop and maintain a consistent voice.</p>		
<p><b>PA Common Core Standards</b></p>		
<p><b>Writing - Conventions of Language</b></p> <p><b>Informative/Explanatory CC.1.4.6.F</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> <p><b>Opinion/Argumentative CC.1.4.6.L</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p>		

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<p><b>Narrative</b>  <b>CC.1.4.6.R</b>          Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p>		
<p><b>PA Common Core Standards</b></p>		
<p><b>Response to Literature</b>  <b>CC1.4.6.S</b>          Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>		
<p><b>PA Common Core Standards</b></p>		
<p><b>Production and Distribution of Writing</b>  <b>Writing Process</b>  <b>CC1.4.6.T</b>          With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or</p>		<ul style="list-style-type: none"> <li>•</li> </ul>

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trying a new approach.		
<p><b>Technology and Publication</b></p> <p><b>CC1.4.6.U</b>          Use technology including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>		
<p><b>PA Common Core Standards</b></p>		
<p><b>Conducting Research</b></p> <p><b>CC1.4.6.V</b>          Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>Credibility, Reliability, and Validity of Sources</b></p> <p><b>CC1.4.6.W</b>          Gather relevant information from multiple print and digital</p>		<ul style="list-style-type: none"> <li>•</li> </ul>

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<p>sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographies information for sources.</p>		
<p><b>PA Common Core Standards</b></p>		
<p><b>Range of Writing</b></p> <p><b>CC1.4.6.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		

## Speaking and Listening

Overall Learning Focus/Goal
<b>1.5 Speaking and Listening</b> Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

PA Common Core Standards		
<b>Comprehension and Collaboration</b>  <b>Collaboration Discussion</b> <b>CC1.5.6.A</b> Engage effectively in a range of collaborative discussion, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.  <b>Critical Listening</b>		



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**CC1.5.6.B**

Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.

**Comprehension and  
Collaboration (continued)**

**Evaluating Information**

**CC1.5.6.C**

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.

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<b>PA Common Core Standards</b>		
<b>Presentation of Knowledge and Ideas</b>  <b>Purpose, Audience, and Task</b> <b>CC1.5.6.D</b> Present claims and findings, sequencing ideas logically and using pertinent description, facts, and details to accentuate main ideas, or themes; use appropriate eye contact, adequate volume, and clear pronunciation.		<ul style="list-style-type: none"><li>•</li></ul>

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<b>Presentation of Knowledge and Ideas (continued)</b>		
<b>Context</b> <b>CC1.5.6.E</b> Adapt speech to a variety of contexts and tasks.		
<b>Multimedia</b> <b>CC1.5.6.F</b> Include multimedia component and visual displays in presentations to clarify information.		
<b>Conventions of Standard English</b> <b>CC1.5.6.G</b> Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content		