

Wallenpaupack Area School District Planned Course Curriculum Guide

English/Language Arts

Grade 6 ELA

Course Description:

Students will read and respond to works of literature-with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Students will read, understand, and respond to informational text- with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Students will write for different purposes and audiences. Students will write clear and focused text to convey a well-defined perspective and appropriate content. Students will present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Revision Date:

September 2015

Wallenpaupack Area School District Curriculum	
COURSE: Communications	GRADE: 6
Category 1: Reading Literature	TIME FRAME: 9 weeks

PA CORE STANDARDS:

CC.1.3.6.A: 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.

CC.1.3.6.B: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

CC.1.3.6.C: Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).

CC.1.3.6.D: Determine an author’s purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.

CC.1.3.6.E: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CC.1.3.6.F: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

CC.1.3.6.G: 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

CC.1.3.6.H 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.

CC.1.3.6.I 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 strategies and tools.

CC.1.3.6.J 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.

CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

UNIT OBJECTIVES (SWBATS):

- Demonstrate understanding of key ideas and details in literature.
- Demonstrate understanding of craft and structure in literature.
- Demonstrate understanding of connections within, between, and/or among texts.
- Demonstrate understanding of vocabulary and figurative language in literature.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Read various fictional texts independently, in small groups, or as a whole class
- Identify story elements in independent, small group, whole class readings within different genres
- Practice various reading comprehension skills and strategies
- Respond to text in both oral and written language
- Develop reading vocabulary

ANCHOR VOCABULARY:

- Adventure story
- Chapter
- Character

- Climax
- Compare
- Conflict
- Contrast
- Drama
- Fantasy
- Flashback
- Foreshadow
- Genre
- Historical narrative
- Inference
- Literary device
- Main character
- Mystery
- Plot
- Poetry
- Resolution
- Scene
- Setting
- Stanza
- Summary
- Traits

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Diagnostic:

- Baseline Reading Test
- CDT
- Study Island Benchmark Test
- PSSA Reading: Basic (1121-1277) Below Basic (700-1120)-PSSA Tutoring

Benchmark:

- Study Island Benchmark
- Journals or Blogs
- KWL
- Classroom Discussions
- Teacher Observations

Summative:

- PSSA Reading Test
- Selection Test
- Study Island
- Individual or Group Projects/Presentations

EVIDENCE OF MASTERY:

- PSSA Proficient (1278-1455) Advanced (1456 and up)
- Objective Assessment Score of 70%

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Remediation:

- Appropriate accommodations based on the student's IEP/504 Plan
- Colored highlighter for focus
- Explicit modeling followed by systematic guided practice
- Study Island
- SAS Portal as directed by CDTs
- Assign narrative selections that are appropriate level of student comprehension

Extension:

- Assign narrative selections that are appropriate level of student comprehension
- Extending skills to the next level of complexity
- Individualized enriched assignments and activities
- SAS Portal as directed by CDTs

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Selected stories from Reading Street Series
- Classroom novels chosen at teacher's discretion: Hatchet, Peppermints in the Parlor, The Watsons Go to Birmingham-1963, The Orphan of Ellis Island, The Forgotten Door, Be a Perfect Person in Just Three Days, Bridge to Terabithia, Mrs. Frisby and the Rats of NIMH, The Dollhouse Murders, Inside the Walls Troy, My Side of the Mountain
- Videos: Hachiko, Old Yeller, A Cry in the Wild, The Watsons Go to Birmingham-1963, Bridge to Terabithia, Mrs. Frisby and the Rats of NIMH

Resource Specific Vocabulary:

- Lunging, rowdy, chaparral, nub, slung, romping, speckled, squawling
- Apparently, flimsy, fixture, incident, subscribe, survive, hassle, patrolman, tousled
- Converts, devise, efficiency, generated, percentage, proclaimed, reproduced, transmitted, transportation
- Corridors, destination, groping, menacing, mongrel, persisted, pleas, spacious, vista
- Beacon, caravan, legacy, manuscripts, medieval, observatory, patron, cloisters, edifice

Wallenpaupack Area School District Curriculum	
COURSE: Communications	GRADE: 6
Category 2: Informational Texts	TIME FRAME: 9 weeks

PA CORE STANDARDS:

CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

CC.1.2.6.D Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

CC.1.2.6.E Analyze the author’s structure through the use of paragraphs, chapters, or sections.

CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

CC.1.2.6.G 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.

CC.1.2.6.H Evaluate an author’s argument by examining claims and determining if they are supported by evidence.

CC.1.2.6.I Examine how two authors present similar information in different types of text.

CC.1.2.6.J 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.

CC.1.2.6.K 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 strategies and tools.

CC.1.2.6.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

ANCHOR VOCABULARY:

- Author’s purpose
- Caption
- Cause and effect
- Compare and contrast
- Diagram
- Fact, opinion
- Figurative language
- First-person point of view
- Flowchart
- Graphic
- Idiom
- Inclusion or avoidance of particular facts
- Literal language
- Main idea
- Map
- Metaphor
- Multistep instructions

- Narrator
- Personification
- Picture
- Point of view
- Scientific and technical texts
- Second- person point of view
- Sequence
- Simile
- Supporting detail
- Table
- Text structure timeline
- Third-person limited point of view
- Third-person omniscient point of view
- Third-person point of view
- Word choice

UNIT OBJECTIVES (SWBATS):

- Demonstrate understanding of key ideas and details in informational texts.
- Demonstrate understanding of connections within, between, and/or among informational texts.
- Demonstrate understanding of connections within and/or among informational texts.
- Demonstrate understanding of vocabulary and figurative language in informational texts.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Read various fictional texts independently, in small groups, or as a whole class
- Identify story elements in independent, small group, whole class readings within different genres
- Practice various reading comprehension skills and strategies
- Respond to text in both oral and written language
- Develop reading vocabulary

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Diagnostic:

- Baseline Reading Test
- CDT
- Study Island Benchmark Test
- PSSA Reading: Basic (1121-1277) Below Basic (700-1120)-PSSA Tutoring

Benchmark:

- Study Island Benchmark

Formative:

- Graphic Organizers
- Journals or Blogs
- KWL
- Classroom Discussions
- Teacher Observations

Summative:

- PSSA Reading Test
- Selection Test
- Study Island
- Individual or Group Projects/Presentations

EVIDENCE OF MASTERY:

- PSSA Proficient (1278-1455) Advanced (1456 and up)
- Objective Assessment Score of 70%

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Remediation:

- Appropriate accommodations based on the student's IEP/504 Plan
- Colored highlighter for focus
- Explicit modeling followed by systematic guided practice
- Study Island
- SAS Portal as directed by CDTs
- Assign informational selections that are appropriate level of student comprehension

Extension:

- Assign informational selections that are appropriate level of student comprehension
- Extending skills to the next level of complexity
- Individualized enriched assignment and activities
- SAS Portal as directed by CDTs

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Informational selections from Reading Street Series
- Classroom novels chosen at teacher's discretion: Blizzard, Babe Didrikson

RESOURCE SPECIFIC VOCABULARY:

- Absurd, behalf, candidate, dean, delirious, diploma, hovers, obedient, reject, attire, enrollment
- Accustomed, decline, former, presences, unaccustomed, corsages, superstitious, rabbi
- Architecture, democracy, empire, ideal, mythology, ethics, frescoes
- Confidently, dismounted, distressed, flourish, fulfill, permission, repay, vigorously, compadre
- Gloated, aliens, barge, hospitable, molten, ore, refrain, universal, version, fortitude, repulsive

Wallenpaupack Area School District Curriculum	
COURSE: Communications	GRADE: 6
Category 3: Writing	TIME FRAME: 9 weeks spiral

PA CORE STANDARDS:

CC.1.4.6.A: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.6.B: Identify and introduce the topic for the intended audience.

CC.1.4.6.C: 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.

CC.1.4.6.D: 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.

CC.1.4.6.E: Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.6.F: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.6.G: Write arguments to support claims.

CC.1.4.6.H: Introduce and state an opinion on a topic.

CC.1.4.6.I: Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.

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.

CC.1.4.6.K: Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.6.L: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.6.M: Write narratives to develop real or imagined experiences or events.

CC.1.4.6.N: Engage and orient the reader by establishing a context and introducing a narrator and/or characters.

CC.1.4.6.O: 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.

CC.1.4.6.P: 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.

CC.1.4.6.Q: Write with an awareness of the stylistic aspects of writing.

- Vary sentence patterns for meaning, reader/listener interest, and style.
- Use precise language.

- Develop and maintain a consistent voice.

CC.1.4.6.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.6.T: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.1.4.6.U: 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.

CC.1.4.6.V: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CC.1.4.6.W: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CC.1.4.6.X: 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.

UNIT OBJECTIVES (SWBATS):

- Write arguments to support claims with clear reasons and relevant evidence.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
- Demonstrate command of the conventions of standard English grammar and usage.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
- Use knowledge of language and its conventions.
- Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Analyze and respond to text in written language
- Develop writing skills through use of the writing process
- Practice conventions of standard English
- Demonstrate knowledge of reading strategies through written responses
- Use graphic organizers to develop writing assignments
- Daily Fix-Its

ANCHOR VOCABULARY:

- Almanac
- Atlas
- Bibliography
- Conclusion
- Encyclopedia
- Graphic organizer
- Informative text
- Internet

- Introduction
- Narrative text
- Newspaper
- Paraphrase
- Periodical
- Persuasive writing
- Primary source
- Resource
- Secondary source
- Textbook
- Topic sentence
- Transition

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Diagnostic:

- Baseline Reading Test
- CDT
- PSSA Reading: Basic (1121-1277) Below Basic (700-1120)-PSSA Tutoring

Formative:

- Graphic Organizers
- Journals or Blogs
- KWL
- Classroom Discussions
- Teacher Observations
- Student Drafts
- Daily Fix-Its

Summative:

- PSSA Reading Test
- Selection Test
- Study Island
- Individual or Group Projects/Presentations
- Writing Assignments

EVIDENCE OF MASTERY/Cut Score:

- Proficient (1278-1455) Advanced (1456 and up)
- Objective assessment score of 70% or better

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Remediation:

- Appropriate accommodations based on the student's IEP/504 Plan
- Colored highlighter for focus
- Explicit modeling followed by systematic guided practice
- Study Island
- SAS Portal as directed by CDTs
- Scoring Rubrics

Extension:

- Extending skills to the next level of complexity
- Individualized enriched assignment and activities
- SAS Portal as directed by CDTs

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Reading Street Series
- Rubistar for Rubrics
- Teacher Generated Materials
- Various Writing Websites

RESOURCE SPECIFIC VOCABULARY:

- argument
- persuasion
- bias
- propaganda techniques
- bandwagon
- plot
- conflict
- climax
- resolution
- loaded language
- draft, revising, editing, publishing

Wallenpaupack Area School District Curriculum	
COURSE: Communications	GRADE: 6
Category 4: Speaking and Listening	TIME FRAME: On-going

PA CORE STANDARDS:

CC.1.5.6.A: Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.6.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.

CC.1.5.6.C: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CC.1.5.6.D: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CC.1.5.6.E: Adapt speech to a variety of contexts and tasks.

CC.1.5.6.F: Include multimedia components and visual displays in presentations to clarify information.

CC.1.5.6.G: Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

UNIT OBJECTIVES (SWBATS):

- Listen to a variety of presentations attentively and politely; self-monitor comprehension while listening, using a variety of skills and strategies such as asking questions.
- Determine and listen for purpose such as to enjoy and appreciate, to expand vocabulary and concepts, to obtain information and ideas, to follow oral directions, to answer questions and solve problems, to participate in group discussions, to identify and analyze literary language, to gain knowledge of your own and others' cultures, to respond to persuasive messages with questions and affirmations.
- Recognize formal and informal spoken language.
- Connect prior experiences to those of a speaker.
- Listen critically to distinguish fact from opinion and to analyze and evaluate ideas, information, and experiences.
- Paraphrase, retell, or summarize information that has been shared orally.
- Evaluate a speaker's delivery; identify tone, mood, and emotion.
- Interpret and critique a speaker's purpose, perspective, persuasive techniques, verbal and nonverbal messages, and use of rhetorical devices; draw conclusions and infer.
- Speak clearly, accurately, and fluently, using appropriate delivery for a variety of audiences and purposes; sustain audience interest and attention; use proper intonation, volume, pitch, modulation, and phrasing; speak with command of standard English conventions; use appropriate language for formal and informal settings; stay focused and on topic; use appropriate verbal and nonverbal elements such as facial expressions, gestures, eye contact, and posters.
- Organize ideas and convey information in a logical sequence or structure with a beginning, middle, and end and an effective introduction and conclusion; support ideas and opinions.
- Speak for purpose such as to answer and ask questions, to give directions and instructions, to explain information, to communicate needs and share ideas and experiences, to describe, to participate in conversations and discussions, to express an opinion, to deliver oral response to

literature, to present oral reports.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Engage in collaborative discussions
- Listen and interpret a variety of genres and sources
- Present findings with formal and informal responses
- Utilize a variety of media to support classroom presentations

ANCHOR VOCABULARY:

- Argument
- Bandwagon
- Bias
- Connation
- Denotation
- Dialogue
- Fact/opinion
- Figurative language
- Inclusion or avoidance of facts
- Loaded language
- Persuasion
- Propaganda techniques
- Stereotyping

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Formative:

- Teacher Observation

Formative:

- Oral Reports

EVIDENCE OF MASTERY/Cut Score:

- Proficient (1278-1455) Advanced (1456 and up)
- Objective assessment score of 70% or better

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Remediation:

- Appropriate accommodations based on the student's IEP/504 Plan
- Explicit modeling followed by systematic guided practice
- Scoring Rubrics

Extension:

- Extending skills to the next level of complexity
- Individualized enriched assignment and activities

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Reading Street Series
- Guest Speakers
- BizTown

- Various Teacher Selected Materials

RESOURCE SPECIFIC VOCABULARY:

- Dictation, voice, dialogue, verbal cues, expression, dedications, clarity,
- Mood, active listening, prioritizing, context clues,
- Collaboration, opinion, bias, loaded language, persuasion techniques
- Graphic organizers, story webs, critique, perspectives, interpret
- Expressions, gestures, formal and informal language

Wallenpaupack Area School District Curriculum

COURSE: Communications

GRADE: 6

UNIT 5: language

TIME FRAME: On-going

PA CORE STANDARDS:

CC.1.6.1A: Ensure that pronouns are in the proper case (subjective, objective, possessive).

CC.1.6.1B: Use intensive pronouns (e.g., *myself*, *ourselves*).

CC.1.6.1C: Recognize and correct inappropriate shifts in pronoun number and person.

CC.1.6.1D: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

CC.1.6.1E: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CC.1.6.2.A: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

CC.1.6.2.B: Spell correctly.

CC.1.6.4.A: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CC.1.6.4.B: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

CC.1.6.4.C: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CC.1.6.4.D: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CC.1.6.5.A: Interpret figures of speech (e.g., personification) in context.

CC.1.6.5.B: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

CC.1.6.5.C: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

CC.1.6.6: 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.

UNIT OBJECTIVES (SWBATS):

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Use knowledge of language and its conventions when writing, speaking, reading, or listening
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Convey a central idea through speaking and writing.
- Revising and editing written work
- Specific lessons and use of grammar programs
- Peer editing techniques

ANCHOR VOCABULARY:

- **Affix**
- **Capitalization**
- **Comma**
- **Connotation/denotation**
- **Double negative**
- **Editing**
- **Exclamation point**
- **Homonym**
- **Independent clause**
- **Intensive pronoun**
- **Object pronoun**
- **Period**
- **Pronoun**
- **Punctuation**
- **Question mark**
- **Quotation marks**
- **Revising**
- **Run on sentence**
- **Subject pronoun**
- **Vague pronoun**

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Diagnostic:

- Baseline Reading Test
- CDT
- PSSA Reading: Basic (1121-1277) Below Basic (700-1120)-PSSA Tutoring

Formative:

- Writing assignments
- Grammar games

- Study island
- Classroom Discussions
- Teacher Observations
- Student Drafts
- Daily Fix-Its

Summative:

- PSSA Reading Test
- Selection Test /grammar quizzes
- Study Island
- Individual or Group Projects/Presentations
- Writing Assignments
- Rubrics

EVIDENCE OF MASTERY/Cut Score:

- Pssa proficient
- Objective assessment score of 70%

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Remediation:

- Appropriate accommodations based on the student's IEP/504 Plan
- Explicit modeling followed by systematic guided practice
- Scoring Rubrics

Extension:

- Extending skills to the next level of complexity
- Individualized enriched assignment and activities

RESOURCES

- Workbook
- Coach books
- Computer programs
- Writing assignments
- projects

RESOURCE SPECIFIC VOCABULARY:

- **conventions**
- **revisions**
- **proofreading**