

### Loyalsock Township School District

#### Benchmarks: What Students Should Know and Be Able to Do

### PA Core English Language Arts (ELA)

The PA Core English Language Arts Curriculum Framework specifies what is to be taught for each subject in the curriculum. In Pennsylvania, Curriculum Frameworks include **Long Term Transfer Goals**, **Big Ideas**, **Concepts**, **Competencies**, and **Essential Questions** aligned to Standards and Assessment Anchors and, where appropriate, Eligible Content.

#### Curriculum Framework Definitions:

- **Long Term Transfer Goals:** Statements that identify what we want students to be able to do when they confront new challenges - both inside and outside of school. They give purpose to our learning and become the guiding force in designing instruction.
- **Big Ideas:** Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.
- **Concepts:** Describe what students should know (key knowledge) as a result of this instruction specific to grade level.
- **Competencies:** Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.
- **Essential Questions:** Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

#### Long Term Transfer Goals

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

### Grade 6 Overview

#### **Listening and Speaking/Comprehension and Collaboration**

Collaborative Discussion \* Critical Listening \* Evaluating Information

#### **Listening and Speaking/Conventions of Standard English**

Conventions of Standard English

#### **Listening and Speaking/Integration of Knowledge and Ideas**

Multimedia

#### **Listening and Speaking/Presentation of Knowledge and Ideas**

Purpose, Audience, and Task \* Context

#### **Reading Informational Text/Craft and Structure**

Point of View \* Text Structure \* Vocabulary

#### **Reading Informational Text/ Integration of Knowledge and Ideas**

Diverse Media \* Evaluating Arguments \* Analysis across Texts

#### **Reading Informational Text/ Key Ideas and Details**

Main Idea \* Text Analysis

#### **Reading Informational Text/ Range of Reading**

Range of Reading

#### **Reading Informational Text/ Vocabulary Acquisition and Use**

Vocabulary Acquisition and Use

#### **Reading Literature/Craft and Structure**

Point of View \* Text Structure \* Vocabulary

#### **Reading Literature/Integration of Knowledge and Ideas**

Sources of Information \* Text Analysis

#### **Reading Literature/Key Ideas and Details**

Theme \* Text Analysis \* Literary Elements

#### **Reading Literature/Range of Reading**

Range of Reading

#### **Reading Literature/Vocabulary Acquisition and Use**

Strategies \* Vocabulary Acquisition and Use

### **Writing**

Focus for Writing \* Content for Writing \* Organization for Writing \* Production and Distribution of Writing \*  
Writing Style \* Writing Conventions \* Response to Literature \* Technology and Publication \*  
Conducting Research \* Credibility, Reliability, and Validity of Sources \* Range of Writing

### Listening and Speaking/Comprehension and Collaboration

- **Big Idea**
  - Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.
- **Essential Questions**
  - What do good listeners do?
  - How do active listeners make meaning?
  - How do active listeners know what to believe in what they hear?

Concepts	Competencies
Collaborative Discussion	Students will engage effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
Critical Listening	Students will delineate a speaker's argument and specific claims by identifying specific reasons and evidence, and recognize arguments or claims not supported by factual evidence
Evaluating Information	Students will 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.

### Listening and Speaking/Conventions of Standard English

- **Big Idea**
  - Effective speakers prepare and communicate messages to address the audience and purpose.
- **Essential Questions**
  - How do task, purpose, and audience influence how speakers craft and deliver a message?
  - How do speakers employ language and utilize resources to effectively communicate a message?

Concepts	Competencies
Conventions of Standard English	Students will demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

### Listening and Speaking/Integration of Knowledge and Ideas

- **Big Idea**
  - Effective speakers prepare and communicate messages to address the audience and purpose.

- **Essential Question**
  - How do speakers employ language and utilize resources to effectively communicate a message?

Concepts	Competencies
Multimedia	Students will include multimedia components and visual displays in presentations to clarify information.

### Listening and Speaking/Presentation of Knowledge and Ideas

- **Big Idea**
  - Effective speakers prepare and communicate messages to address the audience and purpose.
- **Essential Questions**
  - How do task, purpose, and audience influence how speakers craft and deliver a message?
  - How do speakers employ language and utilize resources to effectively communicate a message?

Concepts	Competencies
Purpose, Audience, and Task	Students will present <b>claims</b> and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes and use appropriate eye contact, adequate volume, and clear pronunciation.
Context	Students will adapt speech to a variety of <b>contexts</b> and tasks.

### Reading Informational Text/Craft and Structure

- **Big Ideas**
  - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
  - Effective readers use appropriate strategies to construct meaning.
  - An expanded vocabulary enhances one's ability to express ideas and information.
- **Essential Questions**
  - How do readers know what to believe in what they read, hear, and view?
  - How do strategic readers create meaning from informational and literary text?
  - What strategies and resources do I use to figure out unknown vocabulary?

Concepts	Competencies
Point of View	Students will determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Text Structure	Students will analyze the author's structure through the use of paragraphs, chapters, or sections.
Vocabulary	Students will determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.

### Reading Informational Text/ Integration of Knowledge and Ideas

- **Big Ideas**
  - Effective readers use appropriate strategies to construct meaning.
  - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - What is this text really about?
  - How does interaction with text provoke thinking and response?
  - How do readers know what to believe in what they read, hear, and view?

Concepts	Competencies
Diverse Media	Students will 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.
Evaluating Arguments	Students will evaluate an author's argument by examining claims and determining if they are supported by evidence.
Analysis Across Texts	Students will examine how two authors present similar information in different types of text.

### Reading Informational Text/ Key Ideas and Details

- **Big Ideas**
  - Effective readers use appropriate strategies to construct meaning.
  - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - What is this text really about?
  - How does interaction with text provoke thinking and response?

Concepts	Competencies
Main Idea	Students will determine two or more main or central ideas of a text and how they are conveyed through particular details and provide a summary of the text distinct from personal opinions or judgments.
Text Analysis	Students will <b>cite</b> textual evidence to support analysis of what the text says explicitly as well as inferences and/or <b>generalizations</b> drawn from the text.
Text Analysis	Students will <b>analyze</b> in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

### Reading Informational Text/ Range of Reading

- **Big Idea**
  - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - What is this text really about? How do readers know what to believe?
  - How does what readers read influence how they should read it?
  - How does a reader's purpose influence how text should be read?

Concepts	Competencies
Range of Reading	Students will read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

### Reading Informational Text/ Vocabulary Acquisition and Use

- **Big Ideas**
  - An expanded vocabulary enhances one's ability to express ideas and information.
  - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
  - Why learn new words?
  - What strategies and resources do learners use to figure out unknown vocabulary?
  - How do strategic readers create meaning from informational and literary text?

Concepts	Competencies
Vocabulary Acquisition and Use	Students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases and gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Vocabulary Acquisition and Use	Students will 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.

### Reading Literature/Craft and Structure

- **Big Ideas**
  - Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.
  - Effective readers use appropriate strategies to construct meaning.
  - An expanded vocabulary enhances one's ability to express ideas and information.
- **Essential Questions**
  - How do readers know what to believe in what they read, hear and view?
  - How does interaction with text provoke thinking and response?
  - How do strategic readers create meaning from informational and literary text?
  - How does what readers read influence how they should read?
  - Why learn new words?
  - What strategies and resources do learners use to figure out unknown vocabulary?
  - How do learners develop and refine their vocabulary?

Concepts	Competencies
Point of View	Students will determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Text Structure	Students will <b>analyze</b> the development of the meaning through the overall <b>structure of the text</b> .
Vocabulary	Students will determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.

### Reading Literature/Integration of Knowledge and Ideas

- **Big Ideas**
  - Effective readers use appropriate strategies to construct meaning.
  - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

- **Essential Questions**

- How do strategic readers create meaning from informational and literary text?
- What is this text really about?
- How do readers know what to believe?
- How does what readers read influence how they should read it?
- How does a reader's purpose influence how text should be read?
- How do readers know what to believe in what they read, hear, and view?
- How does interaction with text provoke thinking and response?

Concepts	Competencies
Sources of Information	Students will 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.
Text Analysis	Students will compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics as well as their use of additional literary elements.

### Reading Literature/Key Ideas and Details

- **Big Idea**

- Effective readers use appropriate strategies to construct meaning.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

- **Essential Questions**

- How do strategic readers create meaning from informational and literary text?
- What is this text really about?
- How does interaction with text provoke thinking and response?

Concepts	Competencies
Theme	Students will determine a theme or <b>central idea</b> of a text and how it is conveyed through particular details and provide a summary of the text distinct from personal <b>opinions</b> or <b>judgments</b> .
Text Analysis	Students will cite <b>textual evidence</b> to support <b>analysis</b> of what the text says explicitly as well as inferences and/or <b>generalizations</b> drawn from the text.
Literary Elements	Students will describe how a particular story or drama's plot unfolds in a series of <b>episodes</b> , as well as how the characters respond or change as the <b>plot</b> moves toward a <b>resolution</b> .



### Reading Literature/Range of Reading

- **Big Idea**
  - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - What is this text really about?
  - How do readers know what to believe?
  - How does what readers read influence how they should read it?
  - How does a reader's purpose influence how text should be read?

Concepts	Competencies
Range of Reading	Students will read and comprehend literary fiction on grade level, reading independently and proficiently.

### Reading Literature/Vocabulary Acquisition and Use

- **Big Ideas**
  - An expanded vocabulary enhances one's ability to express ideas and information.
  - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
  - Why learn new words?
  - What strategies and resources does the learner use to figure out unknown vocabulary?
  - How do strategic readers create meaning from informational and literary text?
  - How do learners develop and refine their vocabulary?

Concepts	Competencies
Strategies	Students will 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.
Vocabulary Acquisition and Use	Students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases and gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Reading Literature/Craft and Structure

- **Big Ideas**
  - Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.
  - Effective readers use appropriate strategies to construct meaning.
  - An expanded vocabulary enhances one's ability to express ideas and information.
- **Essential Questions**
  - How do readers know what to believe in what they read, hear and view?
  - How does interaction with text provoke thinking and response?
  - How do strategic readers create meaning from informational and literary text?
  - How does what readers read influence how they should read?
  - Why learn new words?
  - What strategies and resources do I use to figure out unknown vocabulary?
  - How do learners develop and refine their vocabulary?

Concepts	Competencies
Point of View	Students will determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Text Structure	Students will <b>analyze</b> the development of the meaning through the overall <b>structure of the text</b> .
Vocabulary	Students will determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.

### Reading Literature/Integration of Knowledge and Ideas

- **Big Ideas**
  - Effective readers use appropriate strategies to construct meaning.
  - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - What is this text really about?
  - How does what readers read influence how text should be read?
  - How does interaction with text provoke thinking and response?

Concepts	Competencies
Sources of Information	Students will use information from illustrations and words, in print or <b>digital text</b> , to demonstrate understanding of characters, setting, or <b>plot</b> .
Text Analysis	Students will compare and contrast two or more versions of the same story by different authors or from different cultures.

### Reading Literature/Key Ideas and Details

- **Big Idea**
  - Effective readers use appropriate strategies to construct meaning.
  - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - What is this text really about?
  - How does interaction with text provoke thinking and response?

Concepts	Competencies
Theme	Students will determine a <b>theme</b> of a text from details in the text and <b>summarize</b> the text.
Text Analysis	Students will <b>cite relevant</b> details from text to support what the text says <b>explicitly</b> and make inferences.
Literary Elements	Students will describe in depth a character, setting, or event in a story or <b>drama</b> , drawing on specific details in the text.

### Reading Literature/Range of Reading

- **Big Idea**
  - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - What is this text really about?
  - How do readers know what to believe?
  - How does what readers read influence how they should read it?
  - How does a reader's purpose influence how text should be read?

# English Language Arts

**Grade  
6**

Concepts	Competencies
Range of Reading	Students will read and comprehend literary fiction on grade level, reading independently and proficiently.

## Reading Literature/Vocabulary Acquisition and Use

- **Big Ideas**
  - Effective readers use appropriate strategies to construct meaning.
  - An expanded vocabulary enhances one's ability to express ideas and information.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - Why learn new words?
  - What strategies and resources does the learner use to figure out unknown vocabulary?
  - How do learners develop and refine their vocabulary?

Concepts	Competencies
Strategies	Students will 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.
Vocabulary Acquisition and Use	Students will 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.

## Writing

- **Big Ideas**
  - Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.
  - Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
  - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
  - Effective research requires multiple sources of information to gain or expand knowledge.
- **Essential Questions**
  - Why do writers write?
  - What is the purpose?
  - What makes clear and effective writing?
  - Who is the audience?
  - What will work best for the audience?

- How do grammar and the conventions of language influence spoken and written communication?
- How do readers know what to believe in what they read, hear, and view?
- How does one present findings best?
- What does a reader look for and how can s/he find it?
- How does a reader know a source can be trusted?

Concepts	Competencies
Focus for Writing	<p><b>Informational:</b> Students will identify and introduce the topic for the intended audience.</p> <p><b>Opinion:</b> Students will introduce the topic and state an opinion on the topic.</p> <p><b>Narrative:</b> Students will engage and orient the reader by establishing a context and introducing a narrator and/or characters.</p>
Content for Writing	<p><b>Informative:</b> Students will develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples and include graphics and multimedia when useful to aiding comprehension.</p> <p><b>Opinion:</b> Students will use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.</p> <p><b>Narrative:</b> Students will 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 <b>sensory language</b> to convey experiences and events.</p>
Organization for Writing	<p><b>Informational:</b> Students will organize ideas, concepts, and information using strategies such as definition, classification, <b>comparison/contrast</b>, and <b>cause/effect</b>. Students will use appropriate transitions to clarify the relationships among ideas and concepts. Students will provide a concluding statement or section and include formatting when useful to aiding comprehension.</p> <p><b>Opinion:</b> Students will organize the claim(s) with clear reasons and evidence clearly. Students will clarify relationships among claim(s) and reasons by using words, phrases, and clauses. Students will provide a concluding statement or section that follows from the argument presented.</p> <p><b>Narrative:</b> Students will 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>
Production and Distribution of Writing	With guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Writing Style	Students will write with an awareness of the stylistic aspects of composition.
Writing Conventions	Students will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Students will focus on the following vocabulary: <b>pronoun case, subjective, objective, possessive intensive pronouns, tone, and non-restrictive/parenthetical elements.</b>
Response to Literature	Students will draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

# English Language Arts

**Grade  
6**

Technology and Publication	Students will 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.
Conducting Research	Students will conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
Credibility, Reliability, and Validity of Sources	Students will gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of other while avoiding plagiarism and providing basic bibliographic information for sources.
Range of Writing	Students will 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.