



English Language Arts Instruction in the West Shore School District

Language Arts instruction in the West Shore School District is aligned to the PA Core Standards and identified best practices. We utilize a variety of strategies and differentiate our instruction to meet the needs of all learners. Technology and 21st Century Skills are thoughtfully woven into our lessons and units of instruction. This document is meant to offer an overview of important concepts at each grade level and within each discipline

Best Practices in 6th Grade Language Arts:

Teachers provide explicit instruction, build word knowledge, and directly teach skills and strategies for word analysis and vocabulary.

Teachers routinely monitor and assess the reading levels and progress of individual students. This ongoing evaluation directs and informs instruction.

Students have opportunities for sustained reading (oral and/or silent) every day to increase fluency and vocabulary.

Students have broad reading and writing experiences (multiple genre and styles). Reading to students at all grade levels is part of this broad experience.

Students have opportunities to read at their instructional level every day.

Students have extensive opportunities to read for a variety of purposes and to apply what is read every day. Discussion and writing are used by students to organize their thinking and they reflect on what they read for specific purposes.

Students are taught and given opportunities to apply the following comprehension strategies for constructing meaning: making and confirming predictions, visualizing, summarizing, drawing inferences, making connections, and self-monitoring.

Students are taught and given opportunities to use cognitive strategies to synthesize, analyze, evaluate and make applications to authentic situations.

Reading and writing are integrated and used as tools to support learning in all curricular content areas. Literacy rich environments display words and print everywhere, provide opportunities and tools that engage students in reading and writing activities, and celebrate students' reading and writing efforts.

Each classroom has an extensive collection of reading materials with a wide range of high-interest fiction and nonfiction books at developmentally appropriate reading levels which motivates and supports reading and writing.

Skills and Concepts:

Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a theme or 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. Describe how a particular story's 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.

Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

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.

Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity:

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

1. Literature/Narrative Text
2. Informational Text
3. Writing
4. Language



English Language Arts Instruction in the West Shore School District

The room design supports whole group, small group and individual instruction.

Families, communities, and schools collaborate to support literacy development of students at home and school.

5. Text Dependent Analysis
6. Speaking and Listening

Assessments:

WSSD utilizes a variety of assessments to monitor student growth and achievement. Our teachers engage in daily informal formative assessments to make timely decision about whether a student understands the material and concepts being presented. We also utilize several summative assessments to determine if a student has mastered grade level skills and standards.

Materials and Parent Resources:

WSSD utilizes a variety of resources to meet all learners' needs

McDougal Littell Literature Series

www.ClassZone.com