

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

READING/LANGUAGE ARTS

Grade Level: 6

Curriculum Writing Committee:

Cindy Bachmann

Mike Mady

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Date of Board Approval: 2021

Course Weighting: ELA 6

Major Assessments	45%
Skills Application	30%
Skills Practice	20%
Homework, Classwork and Participation	5%

Curriculum Map

Overview:

This course is designed to help students develop a deep understanding of English Language Arts concepts and their applications. Through the use of multiple learning and instructional strategies, students will acquire the knowledge they need to learn to communicate effectively in real-world situations. Students will use active reading strategies to analyze and critique print and non-print texts selected from both fiction and nonfiction sources. Each unit will be scaffolded with a purposeful sequence in delivery of instruction. Vocabulary and grammar will be integrated with a systematic approach that utilizes 21st century learning skills. Students will be provided ample opportunities to refine and master strategies that will enhance their ability to understand and analyze any challenging text, to write with clarity and voice, to speak and listen in order to communicate and work effectively with others, and to view media with a critical intelligence.

Students will receive differentiated instruction and will have the opportunity to use a variety of learning methods to attain mastery of the skills and concepts necessary for success. These purposeful learning activities are relevant, rigorous, student centered, engaging, interactive, and collaborative--developing students' skills in evaluating, analyzing, and communicating effectively. Technology is integrated whenever appropriate to support and enhance learning.

Time/Credit for the Course: 4 quarters of 45 days each.

Goals:

Marking Period One Goals:

- Reading Skills: Main Idea and Key Details, Character Setting and Plot (compare and contrast) Author's Point of View, Text Structure (compare and contrast), Point of View, Theme, Metaphors and Similes, Context Clues, Ask and Answer Questions, Compare and Contrast, Greek and Latin Prefixes.
- Grammar Skills: Sentence Types, Subjects/Predicates, Sentence Combining, Complex Sentences, Run-On Sentences and Comma Splices, Types of Nouns, Singular and Plural Nouns

- Writing Skills: The Writing Process, Response to Prompt, Organization, Word Choice, Ideas, Voice, Sentence Fluency, Critical Analysis of a Prompt, Complete One TDA Teacher Assisted “Paranka’s Dumplings”, Teacher Assisted TDA “Cow Music”

Marking Period Two Goals:

- Reading Skills: Point of View, Theme, Summarization, Sequence, Cause and Effect, Main Idea and Details, Plot, Problem and Solution, Lyric Poem and Analysis, Text Features
- Grammar Skills: Singular and Plural Nouns, Possessive Nouns, Appositives, Action Verbs and Objects, Verb Tenses, Main and Helping Verbs, Linking Verbs, Irregular Verbs
- Writing Skills: Ideas, Voice, Organization, Sentence Fluency, Word Choice, Lyric Poem

Marking Period Three Goals:

- Reading Skills: Author’s Point of View, Theme, Summarization, Alliteration, Character, Setting, Imagery, Tone, Text Features, Setting, Acts/Scenes, Stage Directions, Dialogue.
- Grammar Skills: Pronouns and Antecedents, Kinds of Pronouns, Possessive Pronouns, Pronoun Verb Agreement, Adjectives, Articles and Demonstrative Adjectives, Adjectives that Compare
- Writing Skills: Argumentative Writing, Narrative Writing, Expository Writing, Organization, Expression, Sentence Fluency, Ideas, Word Choice

Marking Period Four Goals:

- Reading Skills: Sequence, Point of View, Summarization, Main Idea and Details, Cause/Effect, Theme, text Structure: Sequence
- Grammar Skills: Comparing with more and most, Comparing good and bad, Adverbs, Negatives, Prepositions, Sentence Comparing
- Writing Skills: Argumentative Writing, Expository Writing, Organization, Word Choice, Research Writing, Sentence Fluency, Voice

Big Ideas:

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
3. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
4. Effective speakers prepare and communicate the message to address the audience and purpose.
5. Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques.
6. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers
7. An expanded vocabulary enhances one’s ability to express ideas and information

Textbook and Supplemental Resources:

Textbook: McGraw-Hill Reading Wonders Grade 6 Literature Anthology Textbook

- ISBN #: 978-0-07-700549-8
- Textbook Publisher & Year of Publication: The McGraw-Hill Companies, Inc. 2020

Supplemental Resources:

- Story stories: “The Legend of Sleepy Hollow”, “A Christmas Carol”, “Rip Van Winkle”, and “The Crane Wife”
- Novels: *Maniac Magee*, *Holes*

Curriculum Plan

Unit 1: Marking Period

Time Range in Days: 40-45

Standards Addressed:

PACS: ELA

CC.1.2.6.A, CC.1.2.6.B, CC.1.2.6.C, CC.1.2.6.D, CC.1.2.6.E, CC.1.2.6.F, CC, CC.1.3.6.F, CC.1.3.6.I, CC.1.3.6.D, CC.1.3.6.E, CC.1.3.6.K, CC.1.3.6.H, CC.1.3.6.B, CC.1.3.6.J, CC.1.3.6.A, CC.1.3.6.C, CC.1.4.6.E, CC.1.4.6.L, CC.1.4.6.R, CC.1.4.6.D, CC.1.4.6.J, CC.1.4.6.P, CC.1.4.6C, CC.1.4.6.H, CC.1.4.6.W, CC.1.4.6.B, CC.1.4.6.F, CC.1.4.6.K, CC.1.4.6.Q, CC.1.4.6.T, CC.1.5.5.A , CC.1.5.6.A , CC.1.5.6.C, CC.1.5.6.D, CC.1.5.6.G

Anchor(s):

E06. B-K.1, E06. B-C.2, E06.B-V.4, E06.A-K.1, E06.A-C.2, E06.C.1, E06.D.2, E06.E.1, E06.D.1

Eligible Content:

E06.B-K.1.1.2, E06.B-K.1.1.1, E06.B-K.1.1.3, E06.B-C.2.1.1, E06.B-C.2.1.2, E06.B-V.4.1.1, E06.B-V.4.1.2, E06.A-K.1.1.2, E06.A-C.2.1.1, E06.A-C.2.1.2, E06.A-C.2.13, E06.A-V.4.1.1, E06.A-V.4.1.2, E06.A-V4.1.1, E06.A-K.1.1.1, E06.A-C.2.1.1., E06.A-C.2.1.2, E06.A-C.3.1.1, E06.A-K.1.1.3, E06.C.1.2.4, E06.C.1.2.1, E06.C.1.2.2, E06.C.1.2.3, E06.C.1.2.6, E06.C.1.2.5, E06.C.1.3.1, E06.C.1.3.4, E06.C.1.3.3, E06.C.1.3.5, E06.C.1.1.1, E06.C.1.1.3, E06.C.1.1.4, E06.C.1.1.5, E06.D.2.1.1, E06.D.2.1.1, E06.D.2.1.2, E06.D.2.1.3, E06.D.2.1.4, E06.D.2.1.5, E06.E.1.1.4, E06.E.1.1.5, E06D.1.1.1, E06D.1.1.2, E06.D1.1.3, E06.D.1.1.4, E06.D.1.1.5, E06.D.1.1.6, E06.D.1.1.7, E06.D.1.1.8, E06.D.1.2.1, E06.D.1.2.2, E06.D.1.2.3, E06.D.2.1.1, E06.D.2.1.2, E06.D.2.1.3, E06.D.2.1.4, E06.D.2.1.5, E06.E.1.1.1, E06.E.1.1.2, E06.E.1.1.3, E06.E.1.1.4, E06.E.1.1.5, E06.E.1.1.6

Objectives:

1. Students will make a personal connection to their lives and compare it to literature. (DOK Level 3)
2. Students will identify and interpret a variety of descriptive words and phrases. (DOK Level 1 and DOK Level 2)
3. Students will recognize and apply key concepts of narrative writing through various stages. (DOK Level 1 and DOK Level 4)
4. Students will analyze models to understand how writers organize a strong opening. (DOK Level 4)
5. Students will analyze the elements of a fictional and non-fictional narrative, as well as argumentative Text and expository text. (DOK Level 4)
6. Students will describe a plot diagram and how a particular story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (DOK Level 3)
7. Students will recognize and explain the author's point of view and how it is conveyed in both fiction and non-fiction text. (DOK Level 1)
8. Using a prompt, students will use a graphic organizer and create a T.E.A and T.D.A using analysis, interpreting evidence, and utilizing complex sentence structure. (DOK Level 4)
9. Students will identify characteristics of realistic fiction, historical fiction, expository text, and informational and persuasive article. (DOK Level 1)
10. Students will visualize to understand plot, setting, and character. (DOK Level 2)
11. Students will interpret figurative language. (DOK Level 2)
12. Students will identify types of sentences and complete and simple subjects/predicates. (DOK Level 1)
13. Students will use correlative conjunctions and construct simple, compound, and complex sentences. (DOK Level 1 and DOK Level 2)
14. Students will distinguish between independent and dependent clauses. (DOK Level 2)
15. Students will construct a summary of a text. (DOK Level 3)
16. Students will identify a central idea of a text and how it is conveyed through particular details. (DOK Level 1)
17. Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (DOK Level 3)
18. Students will interpret the meaning of words and phrases as they are used in a text, including figurative and connotative meanings using context clues. (DOK Level 2)

Core Activities and Corresponding Instructional Methods:

- **Introduction Week (distribute materials and introduce the course) (1 Week)**
- **Unit 1: Week 1 and 2 (2 Weeks)**
 - Introduce vocabulary through the McGraw Hill program
 - Cascaded, documentation, dynamic, exerts, plummeting, pulverize, scalding, and shards

- Introduce grammar skills:
 - Sentence Types; End Punctuation, Subjects and Predicates; Sentence Fragments
 - Reading Skills: Main Idea and Key Details, Reread
 - Shared Read:
 - “The Monster in the Mountain”
 - Literature Anthology Story:
 - *Into the Volcano*
- **Administer STAR (as per District Assessment Plan and District Benchmark Assessment/ Teacher led TEA (1 Week)**
- **Unit 1: Week 3 and 4 (2 Weeks)**
 - Introduce vocabulary through the McGraw Hill program
 - Consolation, glimmer, heinous, indispensable, perception, phobic, sarcastic, threshold
 - Introduce Grammar Skills:
 - Sentence Combining; Punctuating Compound Sentences, Complex Sentences; Punctuating Complex Sentences
 - Reading Skills: Visualize, Character, Setting, Plot: Compare and Contrast
 - Shared Read:
 - “Cow Music”
 - Literature Anthology Story:
 - *Little Blog on the Prairie*
 - **Unit 1: Week 5 (1 Week)**
 - Introduce vocabulary through the McGraw Hill program
 - Available, basically, factors, fluctuate, formula, inventory, manufactured, and salaries
 - Introduce Grammar Skills:
 - Run-on Sentences and Comma Splices; Correcting Run-on Sentences
 - Reading Skills: Reread, Author’s Point of View
 - Shared Read:
 - “Making Money: A Story of Change”
 - Literature Anthology Story:
 - *The Economic Roller Coaster*
 - **Unit 2: Week 1 and 2 (2 Weeks)**
 - Introduce vocabulary through the McGraw Hill program
 - Aspiring, foundation, preceded, principal, promote, restrict, speculation, and withstood
 - Introduce Grammar Skills:

- Kinds of Nouns, Capital Letters, Abbreviations, and Colons in Business Letters, Singular and Plural Nouns; Using Commas in a Series and Punctuating Letter Parts
- Reading Skills: Ask and Answer Questions, Text Structure: Compare and Contrast, Author’s Purpose
- Shared Read:
 - “The Democracy Debate”
- Literature Anthology Story:
 - *Who Created Democracy?*
- Writing: Teacher-Assisted TDA

Assessments:

- Diagnostic- Study Island, STAR (as per District’s Assessment Plan), question and answer
- Formative- Bell ringer, Question and Answer, Ticket Out, Completed Practice Pages, Class Discussion, Brainstorming.
- Summative- Unit 1 Week 1 and 2, Week 3 and 4, week 5, Unit 2 Week 1 and 2- bi-weekly Reading Assessments and Vocabulary Assessments, Weekly Grammar Assessments. 1 TEA, and 1 TDA - teacher lead.

Marking Period one assessments:

- 5 Common Reading Assessments
- 5 Common Vocabulary Assessments
- 7 Common Grammar assessments
- 1 Common TDA (teacher lead)
- 1 Common TEA (teacher lead)

Unit 2: Marking Period 2

Time Range in Days: 40-45

Standards Addressed:

PACS: ELA

CC.1.3.6.D, CC.1.3.6.E, CC.1.3.6.K, CC.1.3.6.H, CC.1.3.6.B, CC.1.3.6.J, CC.1.3.6.A, CC.1.3.6.C, CC.1.2.6.A, CC.1.2.6.B, CC.1.2.6.C, CC.1.2.6.D, CC.1.2.6.E, CC.1.2.6.F, CC, CC.1.3.6.F, CC.1.3.6.I, CC.1.4.6.E, CC.1.4.6.L, CC.1.4.6.R, CC.1.4.6.D, CC.1.4.6.J, CC.1.4.6.P, CC.1.4.6C, CC.1.4.6.H, CC.1.4.6.W, CC.1.4.6.B, CC.1.4.6.F, CC.1.4.6.K, CC.1.4.6.Q, CC.1.4.6.T, CC.1.5.5.A , CC.1.5.6.A , CC.1.5.6.C, CC.1.5.6.D, CC.1.5.6.G

Anchor(s):

E06.C.1, E06.D.2, E06.E.1, E06.D.1, E06.B-K.1, E06.B-C.2, E06.B-V.4, E06.A-K.1, E06.A-C.2, E06.A-V.4, E06.A-C.3

Eligible Content:

E06.C.1.2.5, E06.C.1.3.1, E06.C.1.3.4, E06.C.1.3.3, E06.C.1.3.5, E06.C.1.1.1, E06.C.1.1.3, E06.C.1.1.4, E06.C.1.1.5, E06.D.2.1.1, E06.D.2.1.1, E06.D.2.1.2, E06.D.2.1.3, E06.D.2.1.4, E06.D.2.1.5, E06.E.1.1.4, E06.E.1.1.5, E06D.1.1.1, E06D.1.1.2, E06.D1.1.3, E06.D.1.1.4, E06.D.1.1.5, E06.D.1.1.6, E06.D.1.1.7, E06.D.1.1.8, E06.D.1.2.1, E06.D.1.2.2, E06.D.1.2.3, E06.D.2.1.1, E06.D.2.1.2, E06.D.2.1.3, E06.D.2.1.4, E06.D.2.1.5, E06.E.1.1.1, E06.E.1.1.2, E06.E.1.1.3, E06.E.1.1.4, E06.E.1.1.5, E06.E.1.1.6, E06.B-K.1.1.2, E06.B-K.1.1.1, E06.B-K.1.1.3, E06.B-C.2.1.1, E06.B-C.2.1.2, E06.B-V.4.1.1, E06.B-V.4.1.2, E06.A-K.1.1.2, E06.A-C.2.1.1, E06.A-C.2.1.2, E06.A-C.2.13, E06.A-V.4.1.1, E06.A-V.4.1.2, E06.A-V4.1.1, E06.A-K.1.1.1, E06.A-C.2.1.1., E06.A-C.2.1.2, E06.A-C.3.1.1, E06.A-K.1.1.3, E06.C.1.2.4, E06.C.1.2.1, E06.C.1.2.2, E06.C.1.2.3, E06.C.1.2.6

Objectives:

1. Students will differentiate multiple perspectives in literature. (DOK Level 3)
2. Students will interpret the effect of point of view. (DOK Level 2)
3. Students will build background knowledge on contributions made by early civilizations. (DOK Level 1)
4. Students will identify characteristics of expository text and historical fiction. (DOK Level 1)
5. Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (DOK Level 3)
6. Students will interpret the meaning of words and phrases as they are used in a text, including figurative and connotative meanings using context clues. (DOK Level 2)
7. Students will construct a summary of a text without bias. (DOK Level 3)
8. Students will identify a central idea of a text and how it is conveyed through particular details. (DOK Level 1)
9. Students will utilize grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. (DOK Level 2)
10. Students will analyze models to understand how details support a topic, how a strong conclusion follows from a narrated experiences or events, and how transitions clarify ideas and indicate shifts in time and place. (DOK Level 4)
11. Students will identify and use common, proper, concrete, and abstract nouns; singular and plural nouns; irregular plural forms and collective nouns; singular and plural possessive nouns; essential and nonessential appositives. (DOK Level 1)
12. Students will describe how a text presents information (sequentially, comparatively, and causally). (DOK Level 2)
13. Students will explain how the author describes the point of view of the narrator or speaker in a text. (DOK Level 3) 19

14. Students will describe how a particular story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (DOK Level 3)
15. Students will identify characteristics of a sonnet and a lyric poem. (DOK Level 1)
16. Students will recognize rhyme scheme and meter in poetry. (DOK Level 1)
17. Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (DOK Level 1)

Core Activities and Corresponding Instructional Methods:

- **Unit 2: Week 3 and 4 (2 Weeks)**
 - Introduce vocabulary through the McGraw Hill program
 - Alcove, commerce, domestic, exotic, fluent, stifling, upheaval, and utmost
 - Introduce Grammar Skills:
 - More Plural Nouns, Using Correct Plural Forms, Possessive Nouns; Forming Plural and Possessive Nouns
 - Reading Skills: Make, Confirm, Review Predictions, Point of view
 - Shared Read:
 - "Yaskul's Mighty Trade"
 - Literature Anthology Story:
 - *Roman Diary*

- **Unit 2: Week 5 (1 Week)**
 - Introduce vocabulary through the McGraw Hill program
 - Commemorate, contemplate, forlorn, majestic, lyric poetry, meter, rhyme scheme, and sonnet
 - Introduce Grammar Skills:
 - Appositives, Using Commas, Dashes, and Parentheses
 - Reading Skills: Rhyme Schemes and Meter, Theme, Author's Purpose
 - Shared Read:
 - "Ozymandias" and "Lifelong Friends"
 - Literature Anthology Story:
 - "Majestic", "Mummy", and "Clay"
 - Writing: TEA paragraph

- **STAR Testing (as per District's Assessment Plan)/ TDA (1 Week)**

- **Unit 3: Week 1 and 2 (2 Weeks)**
 - Introduce vocabulary through the McGraw Hill program
 - Dilemma, feebly, persistent, recoiled, roused, skewed, summon, and vastness
 - Introduce Grammar Skills:

- Action Verbs and Objects, Quotation Marks and Dialogue, Verb Tenses, Subject-Verb Agreement
 - Reading Skills: Make, Confirm, Revise Predictions, Theme, Setting
 - Shared Read:
 - “Facing the Storm”
 - Literature Anthology Story:
 - *Lizzie Bright and the Buckminster Boy*
- **Unit 3: Week 3 and 4 (2 Weeks)**
 - Introduce vocabulary through the McGraw Hill program
 - Abundant, impoverished, ingenuity, productivity, sharecropper, solitude, unearthed, and windswept
 - Introduce Grammar Skills:
 - Main and Helping Verbs, Avoiding Verb Tense Shift, Linking Verbs, Titles
 - Reading Skills: Summarize, Text Structure: Sequence, and Foreshadowing
 - Shared Read:
 - “Jewels from the Sea”
 - Literature Anthology Story:
 - *The Pot That Juan Built*
- **Unit 3: Week 5 (1 Week)**
 - Introduce vocabulary through the McGraw Hill program
 - Advocates, commonplace, designate, initial, insulation, invasive, irrational, and optimal
 - Introduce Grammar Skills:
 - Irregular Verbs, Contractions with Helping and Irregular Verbs
 - Reading Skills: Ask and Answer Questions, Main Idea and Key Details, Evaluate Claims
 - Shared Read:
 - “Make Your City Green!”
 - Literature Anthology Story:
 - *Stewards of the Environment*

Assessments:

- Diagnostic: Study Island, STAR (as per District’s Assessment Plan), Question and Answer, Data from 5th grade PSSA Test
- Formative- Question and Answer, Ticket Out, Completed Practice Pages, Class Discussion, Brainstorming.
- Summative- Unit 2 Week 3 and 4, week 5, Unit 3 Week 1 -5- bi-weekly Reading Assessments and Vocabulary Assessments, Weekly Grammar Assessments. 1 TEA paragraphs, and 1 TDA

Marking Period One Assessments:

- 5 Common Reading Assessments
- 5 Common Vocabulary Assessments
- 8 Common Grammar assessments
- 1 Common TDA
- 1 Common TEA

Unit 3: Marking Period 3

Time Range in Days: 40-45

Standards Addressed:

PACS: ELA

CC.1.2.6.A, CC.1.2.6.B, CC.1.2.6.C, CC.1.2.6.D, CC.1.2.6.E, CC.1.2.6.F, CC, CC.1.3.6.F, CC.1.3.6.I, CC.1.3.6.D, CC.1.3.6.E, CC.1.3.6.K, CC.1.3.6.H, CC.1.3.6.B, CC.1.3.6.J, CC.1.3.6.A, CC.1.3.6.C, CC.1.4.6.E, CC.1.4.6.L, CC.1.4.6.R, CC.1.4.6.D, CC.1.4.6.J, CC.1.4.6.P, CC.1.4.6.C, CC.1.4.6.H, CC.1.4.6.W, CC.1.4.6.B, CC.1.4.6.F, CC.1.4.6.K, CC.1.4.6.Q, CC.1.4.6.T, CC.1.5.5.A, CC.1.5.6.A, CC.1.5.6.C, CC.1.5.6.D, CC.1.5.6.G

Anchor(s):

E06.B-K.1, E06.B-C.2, E06.B-V.4, E06.A-K.1, E06.A-C.2, E06.A-V.4, E06.A-C.2, E06.A-C.3, E06.C.1, E06.D.2, E06.E.1, E06.D.1

Eligible Content:

E06.B-K.1.1.2, E06.B-K.1.1.1, E06.B-K.1.1.3, E06.B-C.2.1.1, E06.B-C.2.1.2, E06.B-V.4.1.1, E06.B-V.4.1.2, E06.A-K.1.1.2, E05.B-K.1.1.1, E06.A-C.2.1.1, E06.A-C.2.1.2, E06.A-C.2.1.3, E06.A-V.4.1.1, E06.A-V.4.1.2, E06.A-V.4.1.1, E06.A-K.1.1.1, E06.A-C.2.1.1, E06.A-C.2.1.2, E06.A-C.3.1.1, E06.A-K.1.1.3, E06.C.1.2.4, E06.C.1.2.1, E06.C.1.2.2, E06.C.1.2.3, E06.C.1.2.6, E06.C.1.2.5, E06.C.1.3.1, E06.C.1.3.4, E06.C.1.3.3, E06.C.1.3.5, E06.C.1.1.1, E06.C.1.1.3, E06.C.1.1.4, E06.C.1.1.5, E06.D.2.1.1, E06.D.2.1.1, E06.D.2.1.2, E06.D.2.1.3, E06.D.2.1.4, E06.D.2.1.5, E06.E.1.1.4, E06.E.1.1.5, E06D.1.1.1, E06D.1.1.2, E06.D.1.1.3, E06.D.1.1.4, E06.D.1.1.5, E06.D.1.1.6, E06.D.1.1.7, E06.D.1.1.8, E06.D.1.2.1, E06.D.1.2.2, E06.D.1.2.3, E06.D.2.1.1, E06.D.2.1.2, E06.D.2.1.3, E06.D.2.1.4, E06.D.2.1.5, E06.E.1.1.1, E06.E.1.1.2, E06.E.1.1.3, E06.E.1.1.4, E06.E.1.1.5, E06.E.1.1.6

Objectives:

1. Students will make a personal connection to their lives and compare it to literature. (DOK Level 3)
2. Students will identify and interpret a variety of descriptive words and phrases. (DOK Level 1 and DOK Level 2)
3. Students will recognize and apply key concepts of narrative writing through various stages. (DOK Level 1 and DOK Level 4)

4. Students will analyze models to understand how writers organize a strong opening. (DOK Level 4)
5. Students will analyze the elements of a fictional and non-fictional narrative, as well as Argumentative Text and Expository text. (DOK Level 4)
6. Students will describe a plot diagram and how a particular story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (DOK Level 3)
7. Students will recognize and explain the author's point of view and how it is conveyed in both fiction and non-fiction text. (DOK Level 1)
8. Using a prompt, students will use a graphic organizer and create a T.E.A and T.D.A using analysis, interpreting evidence, and utilizing complex sentence structure. (DOK Level 4)
9. Students will identify characteristics of biographies, dramas, poetry, expository and historical fiction texts. (DOK Level 1)
10. Students will visualize to understand plot, setting, and character traits. (DOK Level 2)
11. Students will interpret figurative language. (DOK Level 2)
12. Students will punctuate dialogue correctly. (DOK Level 1)
13. Students will use correct pronoun usage. (DOK Level 1 and DOK Level 2)
14. Students will distinguish between Pronouns and its antecedents. (DOK Level 2)
15. Students will construct a summary of a text. (DOK Level 3)
16. Students will identify a central idea of a text and how it is conveyed through particular details. (DOK Level 1)
17. Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (DOK Level 3)
18. Students will interpret the meaning of words and phrases as they are used in a text, including figurative and connotative meanings using context clues. (DOK Level 2)
19. Students will Evaluate an author's argument by examining claims and determining if they are supported by evidence. (DOK Level 3 and DOK Level 4)
20. Students will determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (DOK Level 2)

Core Activities and Corresponding Instructional Methods:

- **Unit 4: Week 1 and 2 (2 Weeks)**
 - Introduce vocabulary through the McGraw Hill program
 - Assess, compensate, deteriorated, devastating, implement, peripheral, potential, and summit
 - Introduce Grammar Skills:
 - Pronouns and Antecedents, Avoiding Vague References, Kinds of Pronouns, Proper Use of Pronouns
 - Reading Skills: Reread, Author's Point of View, Author's Purpose
 - Shared Read:
 - "She Had to Walk Before She Could Run"

- Literature Anthology Story:
 - *Seeing Things His Own Way*
- **Unit 4: Week 3 and 4 (2 Weeks)**
 - Introduce vocabulary through the McGraw Hill program
 - Benefactor, empathy, endeavor, entail, extensive, indecision, multitude, and tentatively
 - Introduce Grammar Skills:
 - Uses of Possessive Pronouns, Punctuating Dialogue, Pronoun-Verb Agreement, Frequently Confused Words
 - Reading Skills: Summarize, Theme, Imagery
 - Shared Read:
 - “Treasure in the Attic”
 - Literature Anthology Story:
 - *The Case of the Magic Marker Mischief Maker: A Mickey Rangel Mystery*
- **Unit 4: Week 5 (1 Week)**
 - Introduce vocabulary through the McGraw Hill program
 - Answerable, lounge, obligation proportion, alliteration, assonance, free verse, and narrative poem
 - Introduce Grammar Skills:
 - More Pronouns, *Who/Whom* and Pronoun-Verb Agreement
 - Reading Skills: Alliteration and Assonance, Point of View, Tone
 - Shared Read:
 - “Hey Nilda,” “Hi Rachel”
 - Literature Anthology Story:
 - “This is Just to Say,” “to Mrs. Garcia, in the Office,” “to Thomas”
 - Writing: TDA
- **Unit 5: Week 1 and 2 (2 Weeks)**
 - Introduce vocabulary through the McGraw Hill program
 - Industrial, inefficient, manipulation, modification, mutated, nutrients, sparse, and surplus
 - Introduce Grammar Skills:
 - Adjectives, Capitalizing Proper Nouns and Adjectives, Articles and Demonstrative Adjectives, Using Colons and Semicolons
 - Reading Skills: Reread, Text Structure: Cause and Effect, Text Features
 - Shared Read:
 - “The Science of Silk”
 - Literature Anthology Story:
 - *Before Columbus: The Americas of 1491*
- **STAR Testing (as per District’s Assessment Plan)/ PSSA Prep/TEA (2 Weeks)**

Assessments:

- Diagnostic- Study Island, STAR (as per District's Assessment Plan), Question and Answer
- Formative- Bell Work, Question and Answer, Ticket Out, Completed Practice Pages, Class Discussion, Brainstorming.
- Summative- Unit 4 Week 1 and 2, Week 3 and 4, week 5, Unit 5 Week 1 and 2- bi-weekly Reading Assessments and Vocabulary Assessments, weekly Grammar Assessments. 1 TEA, and 1 TDA

Marking Period Three Assessments:

- 5 Common Reading Assessments
- 5 Common Vocabulary Assessments
- 7 Common Grammar assessments
- 1 Common TEA
- 1 Common TDA

Unit 4: Marking Period 4**Time Range in Days: 40-45****Standards Addressed:****PACS: ELA**

CC.1.2.6.A, CC.1.2.6.B, CC.1.2.6.C, CC.1.2.6.D, CC.1.2.6.E, CC.1.2.6.F, CC.1.2.6.G, CC.1.3.6.F, CC.1.3.6.I, CC.1.3.6.D, CC.1.3.6.E, CC.1.3.6.K, CC.1.3.6.H, CC.1.3.6.B, CC.1.3.6.J, CC.1.3.6.A, CC.1.3.6.C, CC.1.4.6.A, CC.1.4.6.E, CC.1.4.6.L, CC.1.4.6.R, CC.1.4.6.D, CC.1.4.6.J, CC.1.4.6.P, CC.1.4.6.S, CC.1.4.6.V, CC.1.4.6.U, CC.1.4.6C, CC.1.4.6.H, CC.1.4.6.W, CC.1.4.6.B, CC.1.4.6.F, CC.1.4.6.K, CC.1.4.6.Q, CC.1.4.6.T, CC.1.5.5.A ,CC.1.5.6.A , CC.1.5.6.C, CC.1.5.6.D, CC.1.5.6.E, CC.1.5.6.G

Anchor(s):**Eligible Content:**

E06.B-K.1.1.2, E06.B-K.1.1.1, E06.B-K.1.1.3, E06.B-C.2.1.1, E06.B-C.2.1.2, E06.B-V.4.1.1, E06.B-V.4.1.2, E06.A-K.1.1.2, E05.B-K.1.1.1, E06.A-C.2.1.1, E06.A-C.2.1.2, E06.A-C.2.13, E06.A-V.4.1.1, E06.A-V.4.1.2, E06.A-V4.1.1, E06.A-K.1.1.1, E06.A-C.2.1.1., E06.A-C.2.1.2, E06.A-C.3.1.1, E06.A-K.1.1.3, E06.C.1.2.4, E06.C.1.2.1, E06.C.1.2.2, E06.C.1.2.3, E06.C.1.2.6, E06.C.1.2.5, E06.C.1.3.1, E06.C.1.3.4, E06.C.1.3.3, E06.C.1.3.5, E06.C.1.1.1, E06.C.1.1.3, E06.C.1.1.4, E06.C.1.1.5, E06.D.2.1.1, E06.D.2.1.1, E06.D.2.1.2, E06.D.2.1.3, E06.D.2.1.4, E06.D.2.1.5, E06.E.1.1.4, E06.E.1.1.5, E06D.1.1.1, E06D.1.1.2, E06.D1.1.3, E06.D.1.1.4, E06.D.1.1.5, E06.D.1.1.6, E06.D.1.1.7, E06.D.1.1.8, E06.D.1.2.1, E06.D.1.2.2, E06.D.1.2.3, E06.D.2.1.1, E06.D.2.1.2, E06.D.2.1.3, E06.D.2.1.4, E06.D.2.1.5, E06.E.1.1.1, E06.E.1.1.2, E06.E.1.1.3, E06.E.1.1.4, E06.E.1.1.5, E06.E.1.1.6

Objectives

1. Students will make a personal connection to their lives and compare it to literature. (DOK Level 3)
2. Students will identify and interpret a variety of descriptive words and phrases. (DOK Level 1 and DOK Level 2)
3. Students will recognize and apply key concepts of narrative writing through various stages. (DOK Level 1 and DOK Level 4)
4. Students will analyze models to understand how writers organize a strong opening. (DOK Level 4)
5. Students will analyze the elements of a fictional and non-fictional narrative, as well as Argumentative Text and Expository text. (DOK Level 4)
6. Students will describe a plot diagram and how a particular story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (DOK Level 3)
7. Students will recognize and explain the author's point of view and how it is conveyed in both fiction and non-fiction text. (DOK Level 1)
8. Using a prompt, students will use a graphic organizer and create a T.E.A and T.D.A using analysis, interpreting evidence, and utilizing complex sentence structure. (DOK Level 4)
9. Students will identify characteristics of historical fiction, expository text, and argumentative. (DOK Level 1)
10. Students will visualize to understand plot, setting, and character. (DOK Level 2)
11. Students will interpret figurative language. (DOK Level 2)
12. Students will identify and use comparative adjectives, and hyphenated words. (DOK Level 1)
13. Students will use more and most and good and bad correctly. (DOK Level 1)
14. Students will identify and use irregular comparative forms. (DOK Level 2)
15. Students will construct a summary of a text. (DOK Level 3)
16. Students will identify a central idea of a text and how it is conveyed through particular details. (DOK Level 1)
17. Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (DOK Level 3)
18. Students will interpret the meaning of words and phrases as they are used in a text, including figurative and connotative meanings using context clues. (DOK Level 2)

Core Activities and Corresponding Instructional Methods:

- **Unit 5: Week 3 and 4 (2 Weeks)**
 - Introduce vocabulary through the McGraw Hill program
 - Disposed, eavesdropping, fortitude, infinite, retaliation, rigors, stoop, and undaunted
 - Introduce Grammar Skills:

- Adjectives that Compare, Hyphenated Words, Comparing with *more* and *most*, Using *more* and *most*
 - Reading Skills: Make, Confirm, Revise Predictions, Character, Setting, Plot, Cause and Effect, Author’s Purpose
 - Shared Read:
 - “Journey to Freedom”
 - Literature Anthology Story:
 - *Elijah of Buxton*
- **Unit 5: Week 5 (1 Week)**
 - Introduce vocabulary through the McGraw Hill program
 - Application, catastrophic, computations, deployed, elevating, magnetic, obsolete, and subsequently
 - Introduce Grammar Skills:
 - Comparing with *Good* and *Bad*, Irregular Comparative Forms
 - Reading Skills: Summarize, Author’s Point of View, Text Structure: Problem and Solution
 - Shared Read:
 - “Tools of the Explorer’s Trade”
 - Literature Anthology Story:
 - *Out of This World*
- **Unit 6: Week 1 and 2 (2 Weeks)**
 - Introduce vocabulary through the McGraw Hill program
 - Commodity, distribution, dominant, edible, impenetrable, ornate, replenished, and signification
 - Introduce Grammar Skills:
 - Adverbs, Adjectives vs. Adverbs
 - Reading Skills: Ask and Answer Questions, Main Idea and Key Details, Figurative Language
 - Shared Read:
 - “The Fortunes of Fragrance”
 - Literature Anthology Story:
 - *The Story of Salt*
- **STAR Testing (as per District’s Assessment Plan)/TEA Paragraph (1 Week)**
- **Supplemental Novel (3 Weeks)**
 - Use book project, vocabulary practice, reading skills, etc.

Assessments:

- Diagnostic- Study Island, STAR (as per District's Assessment Plan), Question and Answer, Data from 5th grade PSSA Test
- Formative- Question and Answer, Ticket Out, Completed Practice Pages, Class Discussion, Brainstorming.
- Summative- Unit 5 Week 3 and 4, Week 5,- bi-weekly Reading Assessments and Vocabulary Assessments, Weekly Grammar Assessments. 1 TEA (Unassisted), Skills-Based Assessments, Novel Assessment (supplemental); Final Benchmark (includes writing) as per district plan, Narrative Writing, Expository Writing, or Argumentative Writing (Teacher Lead). Common writings to be determined by the PLC team.

Marking Period Four Assessments:

- 2 Common Reading Assessments
- 2 Common Vocabulary Assessments
- 3 Common Grammar Assessments
- 1 Common Writing Assessment (Teacher Led)
- 1 Common TEA