

Delaware Valley School District

**DELAWARE VALLEY SCHOOL DISTRICT**

**PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**HONORS ENGLISH/LANGUAGE ARTS**

**Grade: 6**

**Curriculum Writing Committee:**

**Cindy Bachmann**

**Mike Mady**

**Deb Paczkowski**

**Casey Poore**

**Date of Board Approval: 2021**

**Course Weighting**

<b>Major Assessments</b>	<b>45%</b>
<b>Skills Application</b>	<b>30%</b>
<b>Skills Practice</b>	<b>20%</b>
<b>Homework, Classwork and Participation</b>	<b>5%</b>
<b>Total</b>	<b>100%</b>

**Curriculum Map**

**Overview:**

This course is designed to prepare students for the rigor of honors and AP level high school classes by helping students to 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 supported with scaffolding in a purposeful sequence in delivery of instruction. Vocabulary and grammar will be integrated with a systematic approach that utilizes 21<sup>st</sup> 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. Supplementary texts and assignments will be integrated to significantly increase the difficulty of the course. Additionally, the course assessments will be more challenging when compared to the assessments of the regular course.

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. Students in advanced classes are provided with the additional challenges of more extensive and sophisticated activities in all areas: supplementary independent reading, writing, discussion and presentation, vocabulary, and research.

**\*\*Honors 6 will include additional texts, assessments, activities, and writing assignments that will be at a more advanced level\*\***

**1. Marking Period One Goals: (40-45 days)**

Reading Wonders Unit 0 Smart Start (1 week)

Reading Wonders Unit 1 Changes Weeks 1-5

Reading Wonders Unit 2 Excursions Across Times Weeks 1-2

- 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"

**2. Marking Period Two Goals: (40-45 days)**

Reading Wonders Unit 2 Excursions Across Time Weeks 3-5

Concurrent Novel Unit Book 1

Reading Wonders Unit 3 Accomplishments Weeks 1-5

- 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

**3. Marking Period Three Goals: (40-45 days)**

Reading Wonders Unit 4 Challenges Weeks 1-5

Reading Wonders Unit 5 Discoveries Weeks 1-3

- 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

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\*Leave two weeks before PSSAs to begin PSSA prep (end of 3<sup>rd</sup> marking period/beginning of 4<sup>th</sup> marking period)

### **4. Marking Period Four Goals: (40-45 days)**

Concurrent Novel Unit Book 2

Reading Wonders Unit 5 Discoveries Weeks 4-5

- 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**

- Effective readers use appropriate strategies to construct meaning.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
- Effective speakers prepare and communicate message to address the audience and purpose.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- Rules of grammar and language conventions support clarity of communications between writers/speakers and readers
- An expanded vocabulary enhances one's ability to express ideas and information
- Effective research requires the use of varied resources to gain or expand knowledge.

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### **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

Textbook: McGraw-Hill Reading Wonders Grade 6 Reading/Writing Companion

- ISBN #: 978-0-07-700889-5
- Textbook Publisher & Year of Publication: The McGraw-Hill Companies, Inc. 2020
- Stories: “The Legend of Sleepy Hollow”, “A Christmas Carol”, “Rip Van Winkle”, and “The Crane Wife”
- Novels: *The Crossover*, *additional novel TBD*
- *Reading Wonders* Digital Resources

## Curriculum Plan

### Unit 1

Time Range in Days: 30-35

**Standard(s):** PACS English/Language Arts

#### **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

#### **Anchors:**

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)

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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:**

#### **Reading Wonders Unit 0-1:**

##### **1. Reading Comprehension**

###### **Week Zero: Utilized suggested lesson plan located on pages S1-S48**

- a. **Required:** "The Cricket and the Jaguar" and "Deserts and People"-  
Skills: Story/Text Structure, Theme, Point of View, Cross-Text Comparisons,  
Main Idea and Key Details

###### **Week One and Two: Utilized suggested lesson plan located on pages T16-T19.**

###### **Required:**

- a. "The Monster in the Mountain" – Shared Read
- b. "Into the Volcano"- Anchor Text
- c. "Donna O'Meara: The Volcano Lady" – Paired Selection

**Skills and Strategies:**

- Comprehension: Reread, Main Idea and Key Details, Print and Graphic Features.
- Vocabulary: Metaphors and Similes, Dictionary and Glossary.
- Genre: Narrative Nonfiction and Biography

**Supplemental:** “Exploring the Deep” and “Curious About Earth”

**Week Three and Four: Utilized suggested lesson plan located on pages T114-T117**

**Required:**

- a. “Cow Music” – Shared Read
- b. “Little Blog on the Prairie”- Anchor Text
- c. “The Writing on the Wall” – Paired Selection

**Skills and Strategies:**

- Comprehension: Visualize, Compare and Contrast, and Imagery
- Vocabulary: Context Clues: Sentence and Syntactic Clues
- Genre: Realistic Fiction and Personal Narrative

**Supplemental:** “In the Lion’s Den” and “The Wall”

**Week Five: Utilized suggested lesson plan located on pages T212 and T213**

**Required:**

- a. “Making Money: A Story of Change” – Shared Read
- b. “The Economic Roller Coaster”- Anchor Text
- c. “Our Federal Reserve at Work” – Paired Selection

**Skills and Strategies:**

- Comprehension: Reread, Main Idea and Key Details, Print and Graphic Features.
- Vocabulary: Root words
- Genre: Argumentative Text and Persuasive Article

**Supplemental:** “Money Changes” and “Cash Is Here to Stay”

Weekly Reading Instructional Methods (Used in all stories listed in a-f): Whole Group, Think Aloud, Think-Pair-Share, Choral Reading, Close Reading, Cloze Reading, Marking the Text, Audio Listening, Independent and Small Group Reading

Additional lesson plans for the beyond level readers can be found on the *Reading Wonders* website.

**2. Text Dependent Analysis**

- a. Analyze to Inform/Explain- Characterization, Setting and Plot (pg. T29) – Whole Class
- b. Analyze to Inform/Explain- Main Idea (pg. T157)
- c. Analyze to Share an Argument- Author's Point of View (T285)

**3. Grammar Skills**

- a. Concepts: Types of Sentences, Subjects/Predicates, Combining Sentences, Complex Sentences, Run-On Sentences, Comma Splices
- b. Weekly Instructional Methods (Used with all concepts): Teacher Modeling, DGP, Daily Grammar Fix-It, Reading/Writing Workshop, Grammar Practice Pages, Grammar Video Clips, Grammar Songs

**4. Writing Skills**

- a. Concepts: Organization, Word Choice, Ideas, Voice, Sentence Fluency
- b. Weekly Instructional Methods (Used with all concepts): Reading/Writing Workshop, Teacher Modeling, Conferencing, Utilizing the Writing Process, Graphic Organizers, Narrative Exemplars

**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, and Week 5 bi-weekly Reading Assessments and Vocabulary Assessments, Weekly Grammar Assessments. 1 TEA, and 1 TDA - teacher lead.

**Unit One Assessments:**

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

**Unit 2**

**Time Range in Days: 30-35**

**Standard(s):** PACS English/Language Arts

**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

**Anchors:**

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, 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,

**Objectives:**

1. Students will identify and analyze character, conflict, and the elements of plot. (DOK Level 1, DOK Level 4)
2. Students will differentiate multiple perspectives in literature. (DOK Level 3)
3. Students will interpret the effect of point of view. (DOK Level 2)
4. Students will build background knowledge on contributions made by early civilizations. (DOK Level 1)
5. Students will identify characteristics of expository text and historical fiction. (DOK Level 1)

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6. 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)
7. 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)
8. Students will construct a summary of a text without bias. (DOK Level 3)
9. Students will identify a central idea of a text and how it is conveyed through particular details. (DOK Level 1)
10. Students will utilize grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. (DOK Level 2)
11. 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)
12. 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)
13. Students will describe how a text presents information (sequentially, comparatively, and causally). (DOK Level 2)
14. Students will explain how the author describes the point of view of the narrator or speaker in a text. (DOK Level 3)
15. 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)
16. Students will identify characteristics of a sonnet and a lyric poem. (DOK Level 1)
17. Students will recognize rhyme scheme and meter in poetry. (DOK Level 1)
18. Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (DOK Level 1)

### **Core Activities and Corresponding Instructional Methods:**

#### **Reading Wonders Unit 2:**

##### **1. Reading Comprehension**

**Week One and Two: Utilized suggested lesson plan located on pages T16-T19.**

##### **Required:**

- a. "The Democracy Debate" – Shared Read
- b. "Who Created Democracy?"- Anchor Text
- c. "How Ideas Become Laws" – Paired Selection

##### **Skills and Strategies:**

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- Comprehension: Ask and Answer Questions, Compare and Contrast, and Author's Purpose
- Vocabulary: Greek and Latin Prefixes, Word Origins
- Genre: Expository Text and Narrative Nonfiction

**Supplemental:** "Everybody Counts" and "The Men on the Hill"

**Week Three and Four: Utilized suggested lesson plan located on pages T114-T117**

**Required:**

- a. "Yaskul's Mighty Trade" – Shared Read
- b. "Roman Diary"- Anchor Text
- c. "The Genius of the Roman Aqueducts" – Paired Selection

**Skills and Strategies:**

- Comprehension: Make, Confirm, Revise Predictions, Point of View, and Author's Purpose
- Vocabulary: Connotations and Denotations, Thesaurus
- Genre: Historical Fiction and Expository Text

**Supplemental:** "Chihul's Secret" and "Books Made from Bark"

**Week Five: Utilized suggested lesson plan located on pages T212 and T213**

**Required:**

- a. "Ozymandias" and "Lifelong Friends" – Shared Read
- b. "Majestic," "Mummy," and "Clay"- Anchor Texts
- c. "Maestro" and "Tradition" – Paired Selection

**Skills and Strategies:**

- Comprehension: Rhyme Scheme and Meter, Theme, Word Choice
- Vocabulary: Personification, lyric poetry, meter, rhyme scheme, sonnet
- Genre: Lyric Poetry and Sonnet

**Supplemental:** "Money Changes" and "Cash Is Here to Stay"

Weekly Reading Instructional Methods (Used in all stories listed in a-e): Whole Group, Think Aloud, Think-Pair-Share, Choral Reading, Close Reading, Cloze Reading, Marking the Text, Audio Listening, Independent and Small Group Reading

Additional lesson plans for the beyond level readers can be found on the *Reading Wonders* website.

**2. Text Dependent Analysis**

- a. Analyze to Inform/Explain- Text Structure: Problem/Solution (pg. T29)
- b. Analyze to Inform/Explain- First Person Point of View (pg. T157)
- c. Analyze to Inform/Explain- Theme (pg. T285)

**3. Grammar Skills**

- a. Concepts: Kinds of Nouns, Singular and Plural Nouns, Possessive Nouns, and Appositives
- b. Weekly Instructional Methods (Used with all concepts): Teacher Modeling, DGP, Daily Grammar Fix-It, Reading/Writing Workshop, Grammar Practice Pages, Grammar Video Clips, Grammar Songs

**4. Writing Skills**

- a. Concepts: Organization, Word Choice, Ideas, Sentence Fluency
- b. Weekly Instructional Methods (Used with all concepts): Reading/Writing Workshop, Teacher Modeling, Conferencing, Utilizing the Writing Process, Graphic Organizers, Expository Exemplars

**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 2 Week 1 and 2, Week 3 and 4, and Week 5 bi-weekly Reading Assessments and Vocabulary Assessments, Weekly Grammar Assessments. 1 TEA, and 1 TDA - teacher lead.

**Unit Two Assessments:**

- 3 Common Reading Assessments
- 3 Common Vocabulary Assessments
- 5 Common Grammar assessments
- 2 Common TEA (Guided)

**Unit 3**

**Time Range in Days: 30-35**

**Standard(s):** PACS English/Language Arts

**Standards Addressed:**

**PACS: ELA-**

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.1.2.6.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.1.3.6.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.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

**Anchors:**

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.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.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-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.E.1.1.3, E06.E.1.1.4, E06.E.1.1.5, E06.E.1.1.6  
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.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-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.E.1.1.3, E06.E.1.1.4, E06.E.1.1.5, E06.E.1.1.6

**Objectives:**

1. Students will construct sentences using parallel structure. (DOK Level 3)
2. Students will identify textual support for an opinion. (DOK Level 1)
3. Students will develop a logical argument on the importance of the perspective of accomplishments. (DOK Level 3)
4. 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)
5. 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)
6. Students will identify characteristics of realistic fiction, narrative fiction, biography, expository, and narrative nonfiction. (DOK Level 1)
7. 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)
8. Students will determine a theme or central idea of a text and how it is conveyed through particular details. (DOK Level 1)
9. Students will construct a summary of a text without bias. (DOK Level 3)
10. Students will use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another. (DOK Level 3)
11. Students will distinguish and use action verbs, direct and indirect objects, capitalize and punctuate dialogue correctly, correct subject-verb agreement, main and helping verbs, verb phrases, linking verbs, predicate nouns and adjectives, irregular verbs. (DOK Level 2)
12. Students will explain how the author describes the point of view of the narrator or speaker in a text. (DOK Level 3)
13. Students will analyze strong conclusions and models to understand relevant evidence, style, tone, and differing points of view. (DOK Level 4)
14. Students will analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text. (DOK Level 4)

**Core Activities and Corresponding Instructional Methods:**

**Reading Wonders Unit 3:**

**1. Reading Comprehension**

**Week One and Two: Utilized suggested lesson plan located on pages T16-T19.**

**Required:**

- a. "Facing the Storm" – Shared Read
- b. "Lizzie Bright and the Buckminster Boy" - Anchor Text

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- c. “Confronting a Strategy” – Paired Selection

**Skills and Strategies:**

- Comprehension: Make, Confirm, and Revise Predictions, Theme, and Setting.
- Vocabulary: Context Clues: Paragraph Clues, and Word Relationships
- Genre: Realistic Fiction and Personal Narrative

**Supplemental:** “The Yard Sale” and “CAKE and Lemonade”

**Week Three and Four: Utilized suggested lesson plan located on pages T114-T117**

**Required:**

- a. “Jewels from the Sea” – Shared Read
- b. “The Pot That Juan Built”- Anchor Text
- c. “A Box of Ideas” – Paired Selection

**Skills and Strategies:**

- Comprehension: Visualize, Compare and Contrast, and Imagery
- Vocabulary: Context Clues: Sentence and Syntactic Clues
- Genre: Realistic Fiction and Personal Narrative

**Supplemental:** “Coming Together for Change” and “Food for Thought”

**Week Five: Utilized suggested lesson plan located on pages T212 and T213**

**Required:**

- a. “Make Your City Green!” – Shared Read
- b. “Stewarts of the Environment”- Anchor Text
- c. “Modern Transit for an Ancient City” – Paired Selection

**Skills and Strategies:**

- Comprehension: Ask and Answer Questions, Main Idea and Key Details, and Evaluate Claims
- Vocabulary: Synonyms and Antonyms
- Genre: Argumentative Text and Persuasive Article

**Supplemental:** “A World of Water” and “Taking Action”

Weekly Reading Instructional Methods (Used in all stories listed in a-e): Whole Group, Think Aloud, Think-Pair-Share, Choral Reading, Close Reading, Cloze Reading, Marking the Text, Audio Listening, Independent and Small Group Reading

Additional lesson plans for the beyond level readers can be found on the *Reading Wonders* website.

**2. Text Dependent Analysis**

- a. Analyze to Share an Argument- Theme, Plot, and Characterization (pg. T93)
- b. Analyze to Inform/Explain- Text Structure: Cause and Effect (pg. T221)

**3. Grammar Skills**

- c. Concepts: Action Verbs and Objects, Verb Tenses, Main and Helping Verbs, Linking Verbs, Irregular Verbs
- d. Weekly Instructional Methods (Used with all concepts): Teacher Modeling, DGP, Daily Grammar Fix-It, Reading/Writing Workshop, Grammar Practice Pages, Grammar Video Clips, Grammar Songs

**4. Writing Skills**

- e. Concepts: Organization, Voice, Ideas, Sentence Fluency
- f. Weekly Instructional Methods (Used with all concepts): Reading/Writing Workshop, Teacher Modeling, Conferencing, Utilizing the Writing Process, Graphic Organizers, Argumentative Exemplars

**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 3 Week 1 and 2, Week 3 and 4, and Week 5 bi-weekly Reading Assessments and Vocabulary Assessments, Weekly Grammar Assessments. 2 TEA, and 1 TDA - lead.

**Unit Three Assessments:**

- 3 Common Reading Assessments
- 3 Common Vocabulary Assessments
- 5 Common Grammar assessments
- 1 Common TDA (Independent)
- 2 Common TEA (Independent)

**Unit 4**

**Time Range in Days: 30-35**

**Standard(s):** PACS English/Language Arts

**Standards Addressed:**

**PACS: ELA-**

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.1.2.6.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.1.3.6.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.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

**Anchors:**

E06.D.1, E06.D.2, E06.E.1, E06.B-K.1, E06.B-C.2, E06.B-V.4, E06.A-K.1, E05.B-K.1, E06.A-C.2, E06.A-V.4, E06.A-C.3, E06.C.1.

**Eligible Content:**

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.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.2.1.3, 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.E.1.1.3, E06.E.1.1.4, E06.E.1.1.5, E06.E.1.1.6

**Objectives:**

1. Students will understand the characteristics of an expository text, historical accounts, free-verse fiction, free-verse poetry, narrative poetry, and biographies. (DOK Level 1)
2. 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)
3. 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)
4. 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)

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5. Students will describe how a text presents information (sequentially, comparatively, and causally). (DOK Level 2)
6. Students will determine and explain an author's point of view or purpose in a text. (DOK Level 2)
7. Students will determine the central idea, theme, or information of a primary or secondary source (DOK Level 1)
8. Students will construct a summary of a text without bias. (DOK Level 3)
9. Students will analyze models to understand how an effective sequence organizes information logically, how writers use transitions to clarify relationships, and how writers develop characters in a drama. (DOK Level 4)
10. Students will understand, identify, and use personal pronouns and antecedents, intensive pronouns, possessive pronouns, pronoun-verb agreement, and interrogative, demonstrative, and indefinite pronouns. (DOK Level 1)
11. Students will interpret figures of speech in context. (DOK Level 2)
12. Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (DOK Level 1)

### **Reading Wonders Unit 4:**

#### **1. Reading Comprehension**

**Week One and Two: Utilized suggested lesson plan located on pages T16-T19.**

**Required:**

- a. "She Had to Walk Before She Could Run" – Shared Read
- b. "Seeing Things His Own Way"- Anchor Text
- c. "Get Fit for Fun!" – Paired Selection

**Skills and Strategies:**

- Comprehension: Reread, Author's Point of View, and Author's Purpose
- Vocabulary: Idioms, Exaggeration, and Hyperbole
- Genre: Expository Text and Biography

**Supplemental:** "Against the Odds" and "Talk with the Glove"

**Week Three and Four: Utilized suggested lesson plan located on pages T114-T117**

**Required:**

- a. "Treasure in the Attic" – Shared Read
- b. "The Case of the Magic Marker: A Mickey Rangel Mystery"- Anchor Text
- c. "Dramatic Decisions: Theater Through the Ages" – Paired Selection

**Skills and Strategies:**

- Comprehension: Summarize, Theme, and Imagery
- Vocabulary: Context Clues: Homophones and Sound Devices

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- Genre: Drama and Expository Text

**Supplemental:** “Something Fishy” and “Indian Puppet Theater”

**Week Five: Utilized suggested lesson plan located on pages T212 and T213**

**Required:**

- a. “Hey Nilda,” “Hi Rachel” – Shared Read
- b. “This Is Just to Say,” “to Mrs. Garcia, in the office,” “to Thomas” - Anchor Text
- c. “Primer Lesson,” “If I can stop one Heart from breaking” – Paired Selection

**Skills and Strategies:**

- Comprehension: Reread, Main Idea and Key Details, Print and Graphic Features.
- Vocabulary: Root words
- Genre: Argumentative Text and Persuasive Article

**Supplemental:** “The Hardest Lesson” and “Training Wheels”

Weekly Reading Instructional Methods (Used in all stories listed in a-e): Whole Group, Think Aloud, Think-Pair-Share, Choral Reading, Close Reading, Cloze Reading, Marking the Text, Audio Listening, Independent and Small Group Reading

Additional lesson plans for the beyond level readers can be found on the *Reading Wonders* website.

### 2. Text Dependent Analysis

- a. Analyze to Inform/Explain- Point of View (pg. T93)
- b. Analyze to Inform/Explain- Characterization and Theme (pg. T221)
- c. Analyze to Inform/Explain- Word Choice (pg. T285) (No organizers or resources- practice for PSSA)

### 3. Grammar Skills

- d. Concepts: Pronouns and Antecedents, Use of Possessive Pronouns, Pronoun-Verb Agreement
- e. Weekly Instructional Methods (Used with all concepts): Teacher Modeling, DGP, Daily Grammar Fix-It, Reading/Writing Workshop, Grammar Practice Pages, Grammar Video Clips, Grammar Songs

### 4. Writing Skills

- f. Concepts: Organization, Word Choice, Ideas, Sentence Fluency

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- g. Weekly Instructional Methods (Used with all concepts): Reading/Writing Workshop, Teacher Modeling, Conferencing, Utilizing the Writing Process, Graphic Organizers, Quickwrites
- h. Writing Workshop - Argumentative Writing- Activity: Discovering the Elements of an Argumentative Essay
  - i. Concepts: Planning and Prewriting, Researching, Drafting, Evaluating and Revising. Elements of an Argument, Respond to a Writing Prompt, Effective Introductions and Conclusions
  - ii. Instructional Methods: Think-Pair-Share, Brainstorming, Marking the Text, Graphic Organizer, Mapping, Skimming/Scanning, Visualizing, Drafting, Role-Playing, Self-Editing/Peer Editing, Webbing, Sharing and Responding, Marking the Draft, Note-taking, Adding, Analyze the prompt, Marking the Text, Rereading
- i. Writing Workshop- Narrative Writing- Activity; Discovering the Elements of and Narrative Poem
  - i. Concepts: Planning and Prewriting, Researching, Drafting, Evaluating and Revising. Elements of an Argument, Respond to a Writing Prompt, Effective Introductions and Conclusions
  - ii. Instructional Methods: Think-Pair-Share, Brainstorming, Marking the Text, Graphic Organizer, Mapping, Skimming/Scanning, Visualizing, Drafting, Role-Playing, Self-Editing/Peer Editing, Webbing, Sharing and Responding, Marking the Draft, Note-taking, Adding, Analyze the prompt, Marking the Text, Rereading

### **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 4 Week 1 and 2, Week 3 and 4, and Week 5 bi-weekly Reading Assessments and Vocabulary Assessments, Weekly Grammar Assessments. 2 TEA, and 1 TDA - Independent.

### **Unit Four Assessments:**

- 3 Common Reading Assessments
- 3 Common Vocabulary Assessments
- 5 Common Grammar assessments
- 2 Common TEA (Independent)

**Unit 5**

**Time Range in Days: 30-35**

**Standard(s):** PACS English/Language Arts

**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.1.4.6.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.E, CC.1.5.6.G

**Anchors:**

E06.B-K.1, E06.B-C.2, E06.B-V.4, E06.A-K.1, E05.B-K.1, E06.A-C.2, E06.A-V.4, E06.A-K.1, E06.A-C.3, E06.C.1, E06.D.2, E06.E.1, E06D.1, E06.E.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 identify characteristics of myths, historical fiction, expository text.
2. 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)
3. Students will interpret figures of speech in context. (DOK Level 2)
4. 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)

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5. Students will analyze models to understand transitions, understand how strong words help readers visualize, understand the logical order of ideas. (DOK Level 4)
6. Students will identify and use predicate adjectives, proper adjectives, indefinite and definite articles, and demonstrative adjectives, comparative and superlative adjectives (DOK Level 1)
7. Students will use more and most and good and bad correctly. (DOK Level 1)
8. Students will identify cause and effect relationships. (DOK Level 1)
9. Students will analyze the structure an author uses to organize a text and the content words an author uses to convey information concisely. (DOK Level 4)
10. Students will construct a summary of a text without bias. (DOK Level 3)
11. Students will determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (DOK Level 2)
12. 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:**

#### **Reading Wonders Unit 5:**

##### **1. Reading Comprehension**

**Week One and Two: Utilized suggested lesson plan located on pages T16-T19.**

##### **Required:**

- a. "The Science of Silk" – Shared Read
- b. "Before Columbus: The Americas of 1491"- Anchor Text
- c. "Looking Back to Move Forward" – Paired Selection

##### **Skills and Strategies:**

- Comprehension: Reread, Cause and Effect, Text Features
- Vocabulary: Context Clues: Cause and Effect, Homographs
- Genre: Expository Text

**Supplemental:** "How Horses Changed the World" and "From Cacao to Chocolate"

**Week Three and Four: Utilized suggested lesson plan located on pages T114-T117**

##### **Required:**

- a. "Journey to Freedom" – Shared Read
- b. "Elijah of Buxton"- Anchor Text
- c. "The People Could Fly" – Paired Selection

##### **Skills and Strategies:**

- Comprehension: Make, Confirm, and Revise Predictions, Cause and Effect, Author's Purpose

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- Vocabulary: Adages and Proverbs, and Puns and Humor
- Genre: Historical Fiction and Folktale

**Supplemental:** “The Promised Land” and “The Catfur Cloak”

**Week Five: Utilized suggested lesson plan located on pages T212 and T213**

**Required:**

- a. “Tools of the Explorer’s Trade” – Shared Read
- b. “Out of This World”- Anchor Text
- c. “Space Shuttles on the Move” – Paired Selection

**Skills and Strategies:**

- Comprehension: Reread, Main Idea and Key Details, Print and Graphic Features.
- Vocabulary: Connotations and Denotations
- Genre: Argumentative Text and Informational Article

**Supplemental:** “A Microscopic World” and “On a Nanoscale”

Weekly Reading Instructional Methods (Used in all stories listed in a-e):  
Whole Group, Think Aloud, Think-Pair-Share, Choral Reading, Close Reading, Cloze Reading, Marking the Text, Audio Listening, Independent and Small Group Reading

Additional lesson plans for the beyond level readers can be found on the *Reading Wonders* website.

**2. Text Dependent Analysis**

- a. Analyze to Share an Argument- Author’s Point of View (pg. T285)

**3. Grammar Skills**

- b. Concepts: Adjectives, Articles, Demonstrative Adjectives, Adjectives that Compare, comparing with more, most, good, and bad
- c. Weekly Instructional Methods (Used with all concepts): Teacher Modeling, DGP, Daily Grammar Fix-It, Reading/Writing Workshop, Grammar Practice Pages, Grammar Video Clips, Grammar Songs

**4. Writing Skills**

- d. Concepts: Expository Writing, Argumentative Writing, Organization, Word Choice, Sentence Fluency

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- e. Weekly Instructional Methods (Used with all concepts): Reading/Writing Workshop, Teacher Modeling, Conferencing, Utilizing the Writing Process, Graphic Organizers
- f. Writer's Workshop:
  - i. Concepts: Narrative Writing, Figurative Language, Dialogue, Transitions, Stages of the Writing Process, Punctuation/Mechanics
  - ii. Instructional Methods: Think-Pair-Share, Brainstorming, Marking the Text, Graphic Organizer, Mapping, Skimming/Scanning, Visualizing, Drafting, Role-Playing, Self-Editing/Peer Editing, Webbing, Sharing and Responding, Marking the Draft, Note-taking, Adding, Unpacking the prompt
- g. Writing Workshop Expository Writing Activity: Discovering the Elements of an Expository Essay
  - i. Concepts: Planning and Prewriting, Researching, Drafting, Evaluating and Revising. Elements of an Expository Essay, Respond to a Writing Prompt, Effective Introductions and Conclusions
  - ii. Instructional Methods: Think-Pair-Share, Brainstorming, Marking the Text, Graphic Organizer, Mapping, Skimming/Scanning, Visualizing, Drafting, Role-Playing, Self-Editing/Peer Editing, Webbing, Sharing and Responding, Marking the Draft, Note-taking, Adding, Analyze the prompt, Marking the Text, Rereading

### **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 5 Week 1 and 2, Week 3 and 4, and Week 5 bi-weekly Reading Assessments and Vocabulary Assessments, Weekly Grammar Assessments. 2 TEA, and 1 TDA - Independent

### **Unit One Assessments:**

- 3 Common Reading Assessments
- 3 Common Vocabulary Assessments
- 5 Common Grammar assessments
- 1 Common TDA (Independent)
- 2 Common TEA (Independent)

## Curriculum Plan

Novel Unit

Time Range in Days: 25-30

Book 1: During Unit 2

Book 2: During Unit 5

**Standard(s):** PACS English/Language Arts

**Standards Addressed:**

**PACS: ELA-**

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.1.2.6.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.1.3.6.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.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

**Anchors:**

E06.D.1, E06.D.2, E06.E.1, E06.B-K.1, E06.B-C.2, E06.B-V.4, E06.A-K.1, E05.B-K.1, E06.A-C.2, E06.A-V.4, E06.A-C.3, E06.C.1.

**Eligible Content:**

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.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.2.1.3, 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.E.1.1.3, E06.E.1.1.4, E06.E.1.1.5, E06.E.1.1.6

**Objectives:**

1. Students will be able to analyze the complex characters and their development in the text. (DOK-Level 4)
2. 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)
3. 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)
4. Students will be able to evaluate and assess how the characters interact with each other and advance the plot or develop the theme, citing evidence to support their conclusions. (DOK-Level 3)
5. 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)

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6. Students will analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. (DOK -Level 4)
7. Students will be able to generate relevant questions while reading the text. (DOK-Level 3)
8. Students will interpret figures of speech in context. (DOK -Level 2)
9. Students will recognize rhyme scheme and meter in poetry. (DOK Level 1)
10. Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (DOK Level 1)

### **Core Activities and Corresponding Instructional Methods:**

#### **Novel Unit**

##### **1. Reading Comprehension**

- a. Read and analyze the following: *The Crossover and 2<sup>nd</sup> Novel TBD*
- b. Instructional methods include: pre-reading strategies of previewing, predicting, questioning, connecting and visualizing; discuss connections (text to text, text to world, text to self); monitor comprehension through questioning and discussion; model fluency and expression illustrate visualizations of character and setting; demonstrate reading comprehension through interaction with text, completion of graphic organizers, comprehension questions and think-alouds; summarize plot details and events; whole group, small group, partner reading, independent reading
- c. Activities for short stories include, but are not limited to discussion questions, study guides, quick writes, application of literary devices, etc.
- d. Complete Socratic Circle Discussions

##### **2. Grammar Skills**

- a. Concepts: Adverbs, Adverbs that Compare, Negatives, Prepositions, Sentence Combining
- b. Weekly Instructional Methods (Used with all concepts): Teacher Modeling, DGP, Daily Grammar Fix-It, Reading/Writing Workshop, Grammar Practice Pages, Grammar Video Clips, Grammar Songs

##### **3. Writing Skills**

- a. Concepts: Organization, Word Choice, Sentence Fluency, Voice
- b. Instructional Methods (Used with all concepts): Reading/Writing Workshop, Teacher Modeling, Conferencing, Utilizing the Writing Process, Graphic Organizers, Quickwrites, Journal Responses and Reflections

#### **Assessments:**

##### **Diagnostic:**

- Terminology Review
- Unit Openers – Vocabulary Skills, Essential Questions, etc.

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- Data from 5th grade PSSA Test

### **Formative:**

- Benchmarks will be administered according to school district and department plan (this may include CDT, TDA writing, etc.)
- Reading Assignments/Texts
- Guiding Questions and other Graphic Organizers
- Reading Guide
- Weekly Grammar Quizzes Vocabulary Exercises
- Teacher Observation
- Quickwrites
- Homework

**Summative:** *Roll of Thunder* Assessments Skills-Based Assessments, Assessments Skills-Based Assessments, Novel Assessment (supplemental)