

Comprehension	Various Pennsylvania Standards relating to Reading, Writing, Speaking, and Listening	Effective readers use various strategies to understand a text.	How do we understand what we read? What strategies help us comprehend fiction and non-fiction texts?
Individuality	Various Pennsylvania Standards relating to Reading, Writing, Speaking, and Listening	It is important to consider and respect individual differences in the classroom and in society. Individual words/actions have an impact on others in the classroom and in society.	How can we better understand and appreciate differences? How do my words/actions influence others?
Creativity	Various Pennsylvania Standards relating to Reading, Writing, Speaking, and Listening	Authors express creativity through writing.	What are some ways to express creativity when writing?
Responsibility	Various Pennsylvania Standards relating to Reading, Writing, Speaking, and Listening	Individuals are to care for their own work, their own words, and their own actions. Being responsible is essential to being a good student and a productive member of society.	Why is it important to be responsible? How do my words/actions influence others?
Writing Process	Various Pennsylvania Standards relating to Writing	Students should follow the same process for all writing assignments. This process will include brainstorming, planning, writing a rough draft, revising/editing, and writing a final copy.	Why is it important to follow the writing process for all written assignments? How is this useful in "real life" situations?

Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study
 (These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

Month of Instruction <i>(In what month(s) will you teach this unit?)</i>	Title of Unit	Big Idea(s) <i>(A Big Idea is typically a noun and always transferable within and among content areas.)</i>	Standard(s) Addressed <i>(What Common Core Standard(s) and/or PA Standard(s) addresses this Big Idea?)</i>	Enduring Understanding(s) <i>(SAS refers to Enduring Understandings and “Big Ideas.” EUs are the understanding we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)</i>	Essential Question(s) <i>(Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)</i>	Common Assessment(s) <i>(What assessments will all the teachers of this unit use to determine if students have answered the Essential Questions?)</i>	Common Resource(s) Used <i>(What resources will all teachers of this unit use to help students understand the Big Ideas?)</i>
August September October	Grammar	Logic Patterns	CC.1.4.6.F <i>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</i> CC.1.4.6.O <i>Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</i> C.1.4.6.C <i>Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding.</i> CC.1.4.6.D <i>Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</i>	Using complete sentences is imperative to speaking and writing. A variety of sentence types are necessary to keep writing interesting. Proper grammar usage is necessary to ensure that a written work communicates clearly to the reader. Pronouns must be in proper case. Pronouns must agree in number and person and should not be vague.	What is necessary to write a complete sentence? Why is it necessary to use proper grammar in writing? Why is it necessary to write descriptively and accurately?	Journals Section Quizzes Collins Writing Type 2(weekly) Type 3(monthly) Narrative Writing	IXL Bell Work (Vocabulary, convention/usage, grammar, word building)

			<p><i>Write with an awareness of the stylistic aspects of composition.</i></p> <p><i>Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p><i>Use sentences of varying lengths and complexities.</i></p> <p><i>Develop and maintain a consistent voice.</i></p> <p><i>Establish and maintain a formal style.</i></p> <p>CC.1.3.6.F</p> <p><i>Determine the meaning of words and phrases as they are used in grade-level reading and content, including an interpretation of figurative language in context</i></p> <p>CC.1.3.6.J</p> <p><i>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.</i></p> <p>CC.1.4.6.M</p> <p><i>Write narratives to develop real or imagined experiences or events.</i></p> <p>CC.1.4.6.N</p> <p><i>Engage and orient the reader by establishing a context and introducing a narrator and/or characters.</i></p> <p>CC.1.4.6.P</p> <p><i>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.</i></p>				

<p>November December</p>	<p>Research (Informative/ Explanatory Text)</p>	<p>Communication</p>	<p>CC.1.4.6.A <i>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</i> CC.1.4.6.B <i>Identify and introduce the topic for the intended audience.</i> CC.1.4.6.H <i>Introduce and state an opinion on a topic.</i> CC.1.4.6.S <i>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</i> CC.1.4.6.T <i>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i> CC.1.4.6.U <i>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 setting.</i> CC.1.4.6.V <i>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</i> CC.1.4.6.W <i>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for source.</i> CC.1.4.6.X <i>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.</i></p>	<p>An informational essay presents relevant information to the reader about a specific topic.</p> <p>The writer must include main ideas and supporting details that offer facts and examples.</p> <p>Writers must choose relevant material from appropriate, credible sources to support their topic.</p> <p>Writers must organize/present information by summarizing and combining information from a variety of sources.</p>	<p>How does a writer choose a topic to write about?</p> <p>How does a writer determine if a source is relevant and credible?</p> <p>Why is it important to summarize/combine information from a variety of sources?</p> <p>Why is the ability to conduct research an important skill for life?</p> <p>How can we differentiate between facts and opinions, and why is this skill important?</p>	<p>Journals</p> <p>Cross-curricular Performance Assessment Task</p> <p>Collins Writing</p> <ul style="list-style-type: none"> • Type 2 • Type 3 • Type 5 (Research Paper) 	<p>IXL</p> <p>Bell Work (Vocabulary, convention/usage, grammar, word building)</p>
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<p>January February March</p>	<p>Poetry Analysis Poetry Writing Figurative Language Argumentative Writing</p>	<p>Comprehension Perspective Communication Creativity</p>	<p>CC.1.4.6.E, K, Q <i>Write with an awareness of the stylistic aspects of composition.</i> CC.1.4.6.F, L, R <i>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</i> CC.1.4.6.G <i>Write arguments to support claim.</i> CC.1.4.6.I <i>Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.</i> CC.1.4.6.J <i>Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.</i> CC.1.4.6.M <i>Write narratives to develop real or imagined experiences or events.</i> CC.1.4.6.N <i>Engage and orient the reader by establishing a context and introducing a narrator and/or characters.</i> CC.1.4.6.P <i>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.</i> CC.1.4.6.X <i>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.</i></p>	<p>Poetry as a genre is difficult to define.</p> <p>In poetry, language is used in ways that differentiate it from prose works.</p> <p>By using vivid imagery and figurative language, a poet can relate the situation in a poem to the reader.</p> <p>Well-written poems contain many different elements and require a great deal of work to create. Readers must consider point-of-view when analyzing a story.</p> <p>Authors use various literary techniques when writing.</p> <p>There is a difference between facts and opinions.</p> <p>Authors often use their writing to send a message.</p>	<p>What is poetry?</p> <p>How do poets use figurative language and poetic devices to engage readers and to create/communicate a message to an intended audience?</p> <p>How can an author's life experiences influence their work?</p> <p>How does an author's use of literary elements enhance the reader's understanding and appreciation of the author's purpose?</p>	<p>Midterm Exam</p> <p>Journals</p> <p>Collins Writing Type 2(weekly) Type 3(monthly)</p> <p>Argumentative Writing</p> <p>Performance Assessment Task</p>	<p>IXL</p> <p>Bell Work (Vocabulary, convention/usage, grammar, word building, PSSA released items)</p>
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April May June	Short Stories Narratives Figurative Language	Comprehension Perspective Communication Creativity	<p>CC.1.5.6.C <i>Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</i></p> <p>CC.1.5.6.D <i>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</i></p> <p>CC.1.5.6.F <i>Include multimedia components and visual displays in presentations to clarify information.</i></p> <p>CC.1.5.6.G <i>Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.</i></p>	<p>Authors use literary elements to convey theme.</p> <p>By using vivid imagery and figurative language, an author can relate to the reader.</p> <p>Effective speakers use a variety of techniques to reach an audience.</p> <p>Dialogue expresses the traits of a character through conversation. Dialogue flows naturally and contains informal language that is familiar to readers.</p> <p>Dialogue is separated from other writing with quotation marks to reveal what each character is saying.</p>	<p>How can an author's life experiences influence their work?</p> <p>How do authors use figurative language to engage readers and to create/communicate a message to an intended audience?</p> <p>What skills are necessary when communicating a message to an audience?</p> <p>What is dialogue?</p> <p>Why is dialogue important in writing?</p>	<p>Journals</p> <p>Performance Assessment Task</p> <p>Collins Writing Type 2(weekly) Type 3(monthly)</p> <p>Narrative Writing</p> <p>Final Exam</p>	<p>IXL</p> <p>Bell Work (Vocabulary, convention/usage, grammar, word building)</p>

- Some teachers may need to think about the assessments and resources used in order to determine the Big Ideas, Enduring Understandings, and Essential Questions embedded in their courses. At this point in your curriculum mapping, you might want to ignore the “Common Assessments” and the “Common Resources Used” columns. However, you may use them if you wish.