

Wilson Area School District Planned Course Guide

Title of planned course: Reading & Language Arts

Subject Area: ELA

Grade Level: 6

Course Description: The units within this course contain concepts that connect the curriculum from start to finish - scaffolding students' prior knowledge while continuously spiraling previously taught skills and strategies. All content is closely aligned with the CCSS. Students will enhance their reading and writing skills through the consistent use and analysis of high quality texts.

Time/Credit for this Course: One Full Academic Year

Curriculum Writing Committee: Nicole Fenton, Sarah Fox, & Casey Schneck

Curriculum Map

August:

- Elements of fiction
- Key ELA terminology
- Author's purpose
- Complete sentences

September:

- Plot
- Theme
- Point of view
- Capitals
- Commas in a list
- End punctuation

October:

- Characterization
- Inferences
- Compound sentences

November:

- Context clues
- Figurative language
- Pronouns
- You're/your
- Roots/affixes

December:

- Text features
- Text structure/organization
- Transitions/introductory phrases and clauses
- Possessive nouns
- Author's purpose

January:

- Compare and contrast across texts
- Commas/dashes/parentheses
- There/their/they're

February:

- Author's Craft (tone, mood, word choice, etc.)
- Quotations

March:

- PSSA Review
- Formal style
- Precise and sensory language

April/May/June: Review of all skills/strategies

Wilson Area School District Planned Course Materials

Course Title: 6th Grade ELA

Textbook: Into Literature

Supplemental Books:

- *Hatchet, Hachiko*
- *A Long Walk to Water*
- *Esperanza Rising*
- *Fever 1793*
- *Roll of Thunder*
- *Hear My Cry*

Teacher Resources:

- Consumable textbooks (*Into Literature*)
- Novel units
- Literature circle books
- Buckle Down
- HMH online resources

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 6

Unit: Unit 1

Time frame: 1 month

State Standards: CC.1.3.6.A, C, D; CC.1.4.6.F, J, S; CC.1.2.6.A, D

Anchor(s) or adopted anchor: E06.A-K.1.1; E06.B-C.2.1; E06.D.1.1; E06.D.1.2; E06.E.1.1

Essential content/objectives: At end of the unit, students will be able to:

- Define key ELA vocabulary
- Define and identify elements of fiction
- Begin to utilize BRACES for TDA writing
- Understand the purpose of and be able to competently participate in literature circles
- Identify the author's purpose of a passage and find supporting evidence
- Identify fragments
- Write complete sentences using proper capitalization and end punctuation

Core Activities: Students will complete/participate in the following:

- Spiraled warm ups
- Vocabulary activities
- TDA writing
- Plot diagrams
- Author's purpose samples
- Literature circle introduction and practice
- Annotating and discussing texts

Extensions:

- *Hatchet*
- *Hachiko*

Remediation:

- Adapted spelling lists/modified assessments
- Leveled readings
- Small group instruction
- Intervention groups
- Modeling
- Explicit instruction
- Use of additional online resources

Instructional Methods:

- Direct/explicit instruction
- Differentiated instruction
- Literature circles
- Small groups
- Modeling
- I do, we do, you do

Materials & Resources:

- Buckle Down
- The Magic Fish with stations
- Assorted Picture books and cartoons
- BRACES packet

Assessments:

- Diagnostic Assessments
 - Large group discussion
 - Questioning
 - Pre- assessments
- Formative
 - Informal assessments (checklist)
 - Rubrics
 - Quizzes
 - Homework
 - Situations work
 - Observation of student participation
 - Interactions in class
- Summative
 - Test
 - Cold reads

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 6

Unit: Unit 2

Time frame: 2 weeks

State Standards: CC.1.3.6.A, C; CC.1.2.6.A, C, D; CC.1.4.6.F

Anchor(s) or adopted anchor: E06.B-K.1.1; E06.B-C.2.1; E06.D.1.1; E06.D.1.2; E06.E.1.1

Essential content/objectives: At end of the unit, students will be able to:

- Identify and explain the significance of each part of a narrative's plot
- State the implied theme of a passage with supporting evidence
- Identify the point of view of a passage and explain how it impacts the telling of the story
- Correctly use commas in a list
- Create compound sentences using the proper conjunction

Core Activities: Students will complete/participate in the following:

- Spiraled warm ups
- Vocabulary activities
- TDA writing
- Plot diagrams
- Scene rewrites from alternative points of view
- Comparing plots across varying formats of the same story
- Annotating and discussing texts

Extensions:

- *Hatchet*
- *Hachiko*

Remediation:

- Adapted spelling lists/modified assessments
- Leveled readings
- Small group instruction
- Intervention groups
- Modeling
- Explicit instruction
- Use of additional online resources

Instructional Methods:

- Direct/explicit instruction
- Differentiated instruction
- Literature circles
- Small groups
- Modeling
- I do, we do, you do

Materials & Resources:

The Ravine (2 days)

- Bell ringers: 56, 60
- Guided plot diagram (in notebooks)
- Analyze significance of setting
- Rewrite a scene (in notebooks) from an alternative pov
- Questions on page 71-72
- Online worksheets

The First Day of School (2 days)

- Bell ringers: 354, 364
- <https://time.com/4948704/little-rock-nine-anniversary/>
- Guided plot diagram (in notebooks)
- Questions on page 361-362
- TDA - The story focuses on a tense morning at the Hawkins' residence. Write an essay analyzing how the point of view of the text impacts the overall mood of the story. Be sure to cite evidence from the text to support your response.
- Online worksheets

The Prince and the Pauper (2 days)

- Bell ringers: 436, 456
- <https://www.youtube.com/watch?v=65NhAEBovGg> (26 min.) - Plot diagram page
- Read play as a class
- Questions on 453-454
- Venn diagram to compare two formats (TDA?)
- Online worksheets

"Horrors"

- To be used as a comprehensive review of all three skills prior to test
- Bell ringer or homework
- Use accompanying handouts

Test - "The Boatman's Flute" (1 Day)

- Pages 472-479
- Extra question page
- Attach plot page
- TDA

Assessments:

- Diagnostic Assessments
 - Large group discussion
 - Questioning
 - Pre-assessments
- Formative
 - Informal assessments (checklist)
 - Rubrics
 - Quizzes
 - Homework
 - Stations work
 - Observation of student participation
 - Interactions in class
- Summative
 - Test
 - Cold reads

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 6

Unit: Unit 3

Time frame: 1 month

State Standards: CC.1.2.6.B, C; CC.1.4.6.F; CC.1.3.6.B,C

Anchor(s) or adopted anchor: E06.D.1.1; E06.D.1.2; E06.E.1.1; E06.A-K.1.1; E06.B-K.1.1

Essential content/objectives: At end of the unit, students will be able to:

- Analyze an author's use of characterization techniques within a passage
- Make logical inferences within high quality texts
- Identify the theme of a selection along with supporting evidence
- Continue employing skills and strategies from previous units
- Use appropriate pronouns and show noun-pronoun agreement
- Differentiate between your and you're

Core Activities: Students will complete/participate in the following:

- Spiraled warm ups
- Vocabulary activities
- TDA writing
- Plot diagrams
- Character portraits
- Comparing plots across varying formats of the same story
- Annotating and discussing texts

Extensions:

- *Hachiko*
- *Hatchet*
- *A Long Walk to Water*

Remediation:

- Adapted spelling lists/modified assessments
- Leveled readings
- Small group instruction
- Intervention groups
- Modeling
- Explicit instruction
- Use of additional online resources

Instructional Methods:

- Direct/explicit instruction
- Differentiated instruction
- Literature circles
- Small groups
- Modeling
- I do, we do, you do

Materials & Resources:

Characterization Intro (3 days)

- Thank you Ma'am
- Stations
- *Wilma Unlimited* - picture book to be used for theme review and characterization intro
- *Thank You, Mr. Falker* - picture book to be used for theme review and characterization intro
- *Emmanuel's Dream* - picture book to be used for theme review and characterization intro
- Crayons Quit

Include inference review from Mother Fletcher mimio

Zoo pg. 106- (2-3 days)

- Bell ringers: 108, 114
- Casey's handout for inferencing
- Chart from 107 (in notebooks)
- Questions on page 111-112
- Mini Character Portrait
- Online worksheets

The Breadwinner pg. 4 - (4 days)

- Bell ringers: 6, 18
- Use chart from page 5 (in notebooks)
- Analyze significance of character]
 - Character Portrait (TDA) - In "The Breadwinner," the protagonist, Parvana, is placed in a unique situation for her family. Write an essay analyzing which character traits would be most representative of her personality throughout the text. Be sure to cite details from the text to support your response.
- Questions on page 15-16
- Movie and novel
- Online worksheets

Theme Review (Song Lyrics) and Stations (1 day)

Theme Tic Tac Toe (1 day)

"Speech to the Young" pg. 366 and "A Voice" pg. 288 (2 days)

- TDA - The reader can infer that both of the speakers in the poems presented in this section are sending encouraging messages to their readers. Write an essay analyzing the theme of each poem as well as the word choices the poets used to help the reader make inferences about the poems' messages. Be sure to cite evidence from both poems to support your claims.

"Animal Wisdom" pg. 133

- To be used as a comprehensive review of all skills prior to test
- Bell ringer or homework
- Use accompanying handouts

Test - *Pax* (1 Day)

- Pages 96-101
- Extra question page
- Attach plot page
- TDA

Brown Girl Dreaming Pg. 267 (2 days) - Viva NJ Binder

- Author's Purpose Review!
- Questions on pgs. 273-274
- Online Worksheets
- Chart in notebook?
- Use more excerpts from chapter book for stations on day 2
- Stations and around the room activity

Assessments:

- Diagnostic Assessments
 - Large group discussion
 - Questioning
 - Pre- assessments
- Formative
 - Informal assessments (checklist)
 - Rubrics
 - Quizzes
 - Homework
 - Stations work
 - Observation of student participation
 - Interactions in class
- Summative
 - Test
 - Cold reads

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 6

Unit: Unit 4

Time frame: 2 weeks

State Standards: CC.1.2.6.F, J, K; CC.1.3.6.I, J; CC.1.4.6.F

Anchor(s) or adopted anchor: E06.A-V.4.1; E06.B-V.4.1; E06.D.1.1; E06.D.1.2; E06.E.1.1

Essential content/objectives: At end of the unit, students will be able to:

- Utilize context clues to help define unknown terms
- Employ their knowledge of roots and affixes to define new terms
- Identify examples of figurative language and explain why the author chose to use it
- Make logical inferences within high quality texts
- Continue employing skills and strategies from previous units
- Use commas to set off introductory phrases, clauses, and transitions

Core Activities: Students will complete/participate in the following:

- Spiraled warm ups
- Vocabulary activities
- TDA writing
- Context clue and roots/affixes charts
- Figurative language search within texts
- Use of song lyrics
- Annotating and discussing texts

Extensions:

- *Hachiko*
- *Hatchet*
- *Esperanza Rising*
- *A Long Walk to Water*

Remediation:

- Adapted spelling lists/modified assessments
- Leveled readings
- Small group instruction
- Intervention groups
- Modeling
- Explicit instruction
- Use of additional online resources

Instructional Methods:

- Direct/explicit instruction
- Differentiated instruction
- Literature circles
- Small groups
- Modeling
- I do, we do, you do

Materials & Resources:

Buckle Down (3 days) - Context clues, roots, affixes

Theme in Songs/Picture Books (1 day)

Vanquishing the Hungry Chinese Zombie (online Unit 1) (1 day)

<https://www.birdvilleschools.net/cms/lib/TX01000797/Centricity/Domain/2369/CKT1610.pdf> (pg. 20)

- Resources from online
- Context clue, figurative language, affixes sheet

The Flying Cat (online Unit 2) (1 day)

<https://sites.google.com/site/changyuenhao1/-the-flying-cat-by-naomi-shihab-nye>

- Resources from online
- Context clue, figurative language, affixes sheet

The Day I Didn't go to the Pool (online Unit 3) (1 day)

- Resources from online
- Context clue, figurative language, affixes sheet

Words are Birds (online Unit 4) (1 day)

<https://www.poetryfoundation.org/poems/91108/words-are-birds>

- Resources from online
- Context clue, figurative language, affixes sheet

Eleven (online Unit 4) (1 day)

<https://www.sps186.org/downloads/basic/777685/Eleven%20.pdf>

- Resources from online
- Context clue, figurative language, affixes sheet

Test - TDA - Eleven- "Eleven" is about a girl who is quite displeased with the way her birthday is turning out. Write an essay analyzing the author's word choice and use of figurative language in order to convey the protagonist's mood to the readers. Be sure to cite evidence from the passage to support the response.

Assessments:

- Diagnostic Assessments
 - Large group discussion
 - Questioning
 - Pre- assessments
- Formative
 - Informal assessments (checklist)
 - Rubrics
 - Quizzes
 - Homework
 - Stations work
 - Observation of student participation
 - Interactions in class
- Summative
 - Test
 - Cold reads

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 6

Unit: Unit 5

Time frame: 1 month

State Standards: CC.1.3.6.D, E; CC.1.2.6.E; CC.1.4.6.F

Anchor(s) or adopted anchor: E06.A-C.2.1; E06.B-C.2.1; E06.D.1.1; E06.D.1.2; E06.E.1.1

Essential content/objectives: At end of the unit, students will be able to:

- Utilize text features to aid in the comprehension of a text
- Identify the text structure/organization of a passage and explain why the author chose this pattern
- Identify the author's purpose of a passage with supporting evidence
- Continue employing skills and strategies from previous units
- Use dashes, commas, and parentheses to set off nonessential information
- Differentiate between there, their, and they're

Core Activities: Students will complete/participate in the following:

- Spiraled warm ups
- Vocabulary activities
- TDA writing
- Text features dissection
- Text structure keywords
- Annotating and discussing texts

Extensions:

- *Hachiko*
- *Hatchet*
- *Esperanza Rising*
- *A Long Walk to Water*

Remediation:

- Adapted spelling lists/modified assessments
- Leveled readings
- Small group instruction
- Intervention groups
- Modeling
- Explicit instruction
- Use of additional online resources

Instructional Methods:

- Direct/explicit instruction
- Differentiated instruction
- Literature circles
- Small groups
- Modeling
- I do, we do, you do

Materials & Resources:

Buckle Down Lesson 5 (3 days)

- Buckle Down
- Stations
- Scholastic Dissection

Embarrassed? Blame Your Brain (1 day)

- Bell ringers: 48, 56
- Text features/structure
- Questions on pgs. 53-54
- Online worksheets

Fears & Phobias (3 days)

- Bell ringers: 30, 40
- Text Features/Structure
- Questions on page 37-38
- Main idea and 2 supporting details in notebook
- Fears and phobias video comparison
- Online worksheets
 - TDA- "Fears and Phobias" explains why people experience fear and, in some cases, develop specific phobias. Write an essay analyzing how fears and phobias share some commonalities while also having their differences. Cite evidence from the passage to support response

Urban Legends, Suburban Truths (online Unit 6) - (1 day, groups)

- Use online resources when reading

Animal Snoops (1 day) Partners

- Bell ringers: 118, 128
- Text Features/Structure
- Questions on page 125-126
- Main idea and supporting details in notebook
- Fears and phobias video comparison
- Online worksheets

Selfie: The Changing Face of Self-Portraits QUIZ (1 day)

- Read and annotate the passage. Answer the Check Your Understanding questions on page 259 and complete the remaining portion of the assessment.
- Use online test
- Take a selfie activity

The Wright Brothers Pg. 390 (2 days)

- Read comic first and show short video clip
- Bell Ringers: 376, 388, 392, 402
- Questions on pgs. 399-400
- Online resources
- Compare passages

A Schoolgirl's Diary Pg. 334 - (1 day)

- Bell Ringers: 336, 350
- Questions pgs. 347-348
- Online resources
- Video clip of Malala
- Annotate while reading

Test - "Storytelling" (1 Day)

- Pages 422-429
- TDA

****Review inferencing using mystery handouts for TDAs!****

Assessments:

- Diagnostic Assessments
 - Large group discussion
 - Questioning
 - Pre-assessments
- Formative
 - Informal assessments (checklist)
 - Rubrics
 - Quizzes
 - Homework
 - Stations work
 - Observation of student participation
 - Interactions in class
- Summative
 - Test
 - Cold reads

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 6

Unit: Unit 6

Time frame: 2 weeks

State Standards: CC.1.2.6.H, I; CC.1.3.6.H, I; CC.1.4.6.F

Anchor(s) or adopted anchor: E06.A-C.3.1; E06.B-C.3.1; E06.D.1.1; E06.D.1.2; E06.E.1.1

Essential content/objectives: At end of the unit, students will be able to:

- Compare and contrast across various texts
- Continue employing skills and strategies from previous units
- Properly use quotation marks for dialogue

Core Activities: Students will complete/participate in the following:

- Spiraled warm ups
- Vocabulary activities
- TDA writing
- Reading various texts on similar topics in order to analyze for similarities and differences
- Annotating and discussing texts

Extensions:

- *Hachiko*
- *Hatchet*
- *Esperanza Rising*
- *A Long Walk to Water*
- *Fever 1793*

Remediation:

- Adapted spelling lists/modified assessments
- Leveled readings
- Small group instruction
- Intervention groups
- Modeling
- Explicit instruction
- Use of additional online resources

Instructional Methods:

- Direct/explicit instruction
- Differentiated instruction
- Literature circles
- Small groups
- Modeling
- I do, we do, you do

Materials & Resources:

Buckle Down Lesson 7 (1 day)

Wild Animals Aren't Pets/Let People Own Exotic Animals Pg. 142 (2 days)

- Bell Ringers: 144, 154
- Questions pgs. 147 & 151 & 156
- Online resources
- Chart on 156
- Compare claims and evidence
- Video

Views on Zoos (online) - (2 days)

- Compare to claims made in previous two passages
- Large Pieces of Paper - Pick which of the 3 made the most compelling argument, evidence, explain

Better Than Words: Say it with a Selfie/OMG, Not Another Selfie Pg. 300 (2 days)

- Bell Ringers: 302, 316
- Questions pgs. 307, 313, 314
- Online Resources
- Chart on 318
- Partner work for second one
- TDA

Test - Archetype & Fairytale Logic Pg. 461 (1 Day)

- Pages 461-465
- TDA

Assessments:

- Diagnostic Assessments
 - Large group discussion
 - Questioning
 - Pre- assessments
- Formative
 - Informal assessments (checklist)
 - Rubrics
 - Quizzes
 - Homework
 - Stations work
 - Observation of student participation
 - Interactions in class
- Summative
 - Test
 - Cold reads

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 6

Unit: Unit 6

Time frame: 2 weeks

State Standards: CC.1.3.6.F; CC.1.4.6.B, C, D, E, F, H, I, J, K, S

Anchor(s) or adopted anchor: E06.A-C.2.1; E06.A-V.4.1; E06.D.1.1; E06.D.1.2; E06.D.2.1; E06.E.1.1

Essential content/objectives: At end of the unit, students will be able to:

- Analyze and explain various aspects of author's craft (tone, mood, word choice, etc.)
- Continue employing skills and strategies from previous units
- Identify and employ formal style when writing
- Identify and employ precise and sensory language within writing

Core Activities: Students will complete/participate in the following:

- Spiraled warm ups
- Vocabulary activities
- TDA writing
- Poem analysis
- Annotating and discussing texts

Extensions:

- *Hachiko*
- *Hatchet*
- *Esperanza Rising*
- *A Long Walk to Water*
- *Fever 1793*

Remediation:

- Adapted spelling lists/modified assessments
- Leveled readings
- Small group instruction
- Intervention groups
- Modeling
- Explicit instruction
- Use of additional online resources

Instructional Methods:

- Direct/explicit instruction
- Differentiated instruction
- Literature circles
- Small groups
- Modeling
- I do, we do, you do

Materials & Resources:

Buckle Down Lesson (1 day)

- With practice poems

Poetry Mimio (1 day)

- With practice poems

After the Hurricane/Ninth Ward Pg. 206 & 220 (2 days)

- Questions: 217-218, 227-228
- Online resources
- Bell Ringer: 222, 230
- Compare on page 232

Poetry Stations (1 day)

- Redo stations to match current questions
- Use old poems

What's So Funny, Mr. Scieszka? Pg. 276 (1 day)

- Bell Ringers: 278, 286
- Questions: 283-284
- Use picture books (Stinky Cheese Man, 3 pigs, etc.)
- Online resources
- Inference and evidence

Poem Analysis Project (1 day)

Test - Life Doesn't Frighten Me Pg. 20 (1 Day)

- Pages 23-25
- TDA

After this unit, we will transition to PSSA review, which does not count towards the 2 week time frame allotted for Unit 6.

Assessments:

- Diagnostic Assessments
 - Large group discussion
 - Questioning
 - Pre- assessments
- Formative
 - Informal assessments (checklist)
 - Rubrics
 - Quizzes
 - Homework
 - Stations work
 - Observation of student participation
 - Interactions in class
- Summative
 - Test
 - Cold reads

****After this unit, there will be a comprehensive PSSA review.****

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 6

Unit: Unit 7

Time frame: 1.5 months

State Standards: CC.1.2.6. E, H, I; CC.1.3.6.D, E, H, I; CC.1.4.6.F

Anchor(s) or adopted anchor: E06.A-C.3.1; E06.B-C.3.1; E06.D.1.1; E06.D.1.2; E06.E.1.1;
E06.A-C.2.1; E06.B-C.2.1; E06.D.1.1; E06.D.1.2; E06.E.1.1

Essential content/objectives: At end of the unit, students will be able to successfully employ all of the skills and strategies from previous units:

Core Activities:

Students will complete/participate in the following:

- Spiraled warm ups
- Vocabulary activities
- TDA writing
- Annotating and discussing texts

Extensions:

- *Hachiko*
- *Hatchet*
- *Esperanza Rising*
- *A Long Walk to Water*
- *Fever 1793*
- *Roll of Thunder, Hear My Cry*

Remediation:

- Adapted spelling lists/modified assessments
- Leveled readings
- Small group instruction
- Intervention groups
- Modeling
- Explicit instruction
- Use of additional online resources

Instructional Methods:

- Direct/explicit instruction
- Differentiated instruction
- Literature circles
- Small groups
- Modeling
- I do, we do, you do

Materials & Resources:

Emperor's Silent Army

- Warm-ups- Digging Into China, Timeline, Discovery of the Terracotta Army, An Ancient Place Uncovered
- Group Summary, Plot, Figurative Language Review Stations

The Chimpanzees I Love

- Warm-ups- Should Chimps Have Rights?, The Golden Years
- BIG FOX organizer
- Jane of the Apes expository article

All-American Slurp

- Unknown words/ Context Clues Review
- Summarizing activity
- Word Parts Review
- Online resources

The Mysterious Mr. Lincoln/ Lincoln's Humor

- Warm-ups- Frederick Douglass, Presidents and Their Pets, My Childhood Home I See Again
- Use *Abe Lincoln Remembers* read aloud
- Character Portrait
- Gettysburg extension
- Path to the White House

Assessments:

- Diagnostic Assessments
 - Large group discussion
 - Questioning
 - Pre- assessments
- Formative
 - Informal assessments (checklist)
 - Rubrics
 - Quizzes
 - Homework
 - Stations work
 - Observation of student participation
 - Interactions in class
- Summative
 - Test
 - Cold reads