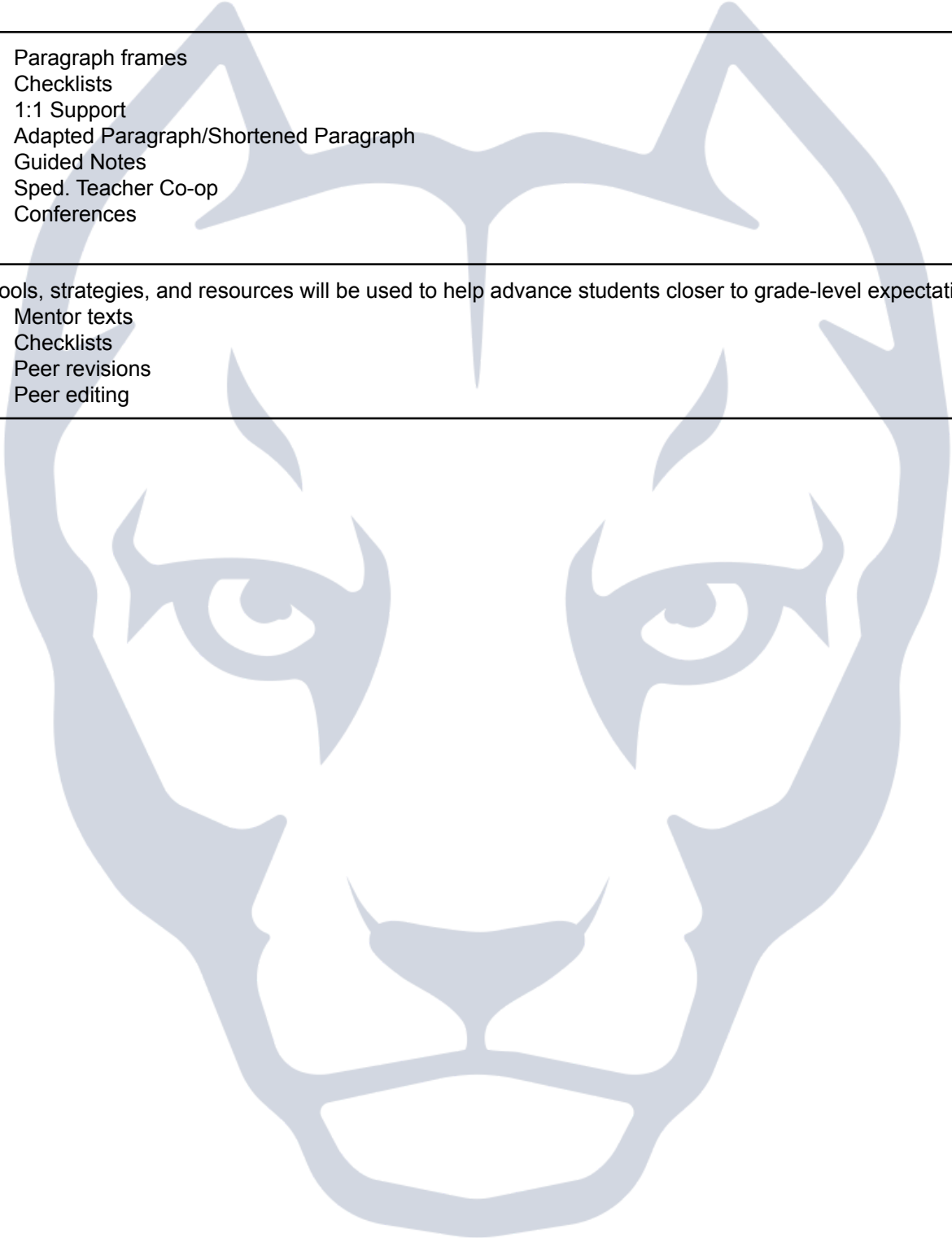


IAA Curriculum

Content Area	English Language Arts	Grade	6
Course Name	ELA		

Unit	Unit 1: Foundations of Writing (3 weeks)						
Concepts Big Ideas	Themes and connections between the standards that help students to see the purpose and relevance of content. <ul style="list-style-type: none"> - Structure and mechanics are important when writing so that your ideas are clear and easy to understand. - The writing process is a five step process that allows you to plan, revise, and edit your writing so that your ideas are clear. - Expository writing contains reliable and valid information that is clearly organized to teach your audience about a topic. 						
Essential Questions	<ul style="list-style-type: none"> - Why are structure and mechanics important to writing? - What is the writing process and why should I use it? 						
Key Learning Objectives and Skills	<p>The main ideas or skills students are expected to master:</p> <ul style="list-style-type: none"> - Examine the purpose and importance of writing - Understand and utilize the writing process - Explain the function of phrases and clauses in sentences - Produce complete sentences, recognizing and correcting run-on sentences and fragments - Proper usages of commas to separate clauses - Understand and produce sentences that have subject-verb agreement - Spell correctly - Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content - Use sentences of varying lengths and complexities - Demonstrate a grade-appropriate command of the conventions of standard English (grammar, usage, capitalization, punctuation, and spelling) 						
Dates	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	PSSA Anchors (E)	Keystone / PSSA Eligible Content	IXL Skill Sets	Vocabulary
September							
	Grammar and Punctuation <ul style="list-style-type: none"> - Nouns (Common, Proper, Plural, Singular) - Pronouns and Antecedents - Verbs (Action, Linking, 	<ul style="list-style-type: none"> - Mini Lessons - Direct Instruction - Stations - Guided Practice 	CC.1.4.6.E CC.1.4.6.L CC.1.4.6.R	E06.D.1.1 E06.D.1.2	E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.5	6.Y. 1-8 6.Z. 1-5 6.AA 1-10 6.BB 1 6.BB 3	<ul style="list-style-type: none"> - Noun - Pronoun - Active Voice - Passive Voice

	<ul style="list-style-type: none"> - Helping) - Adjectives - Adverbs - Active and Passive Voice - Comma Usage - Capitalization - End Marks 				<ul style="list-style-type: none"> E06.D.1.1.6 E06.D.1.1.7 E06.D.1.1.8 E06.D.I.2.1 E06.D.1.2.2 E06.D.I.2.3 	<ul style="list-style-type: none"> 6.EE 1-10 6.JJ 1-7 6.KK 1-2 6.LL 4 	<ul style="list-style-type: none"> - Action Verb - Linking Verb - Helping Verb - Adverb - Adjective
	<p>Writing a Sentence</p> <ul style="list-style-type: none"> - Sentences and fragments - Run-on sentences - Subjects - Complete and simple subjects - Predicate - Complete and simple predicates - Verb phrase - Compound subject and adverbs - Simple and compound sentence - Kinds of sentences 	<ul style="list-style-type: none"> - Mini lessons - Direct instruction - Stations - Guided practice - Editing passages - Peer editing 	<ul style="list-style-type: none"> CC.1.4.6.A CC.1.4.6.X CC.1.4.6.E.3 CC.1.4.6.D CC.1.4.6.B CC.1.4.6.C CC.1.4.6.S CC.1.4.6.K.1 CC.1.4.6.E.1 CC.1.4.6.E.4 	E06.E.1.1	<ul style="list-style-type: none"> E06.E.1.1.1 E06.E.1.1.3 E06.E.1.1.6 E06.E.1.1.2 E06.E.1.1.4 E06.E.1.1.5 	<ul style="list-style-type: none"> 6.X 1-9 6.CC 1-2 6.DD 1-8 	<ul style="list-style-type: none"> - Brainstorm - Draft - Revise - Edit - Publish - Inform - Persuade - Entertain - Topic sentence - Supporting details
Resources	<p>Materials, texts, videos, internet sites, software, human to support instruction</p> <ul style="list-style-type: none"> - HMH Grammar Studio, HMH Writing Studio, IXL 						
Formative Assessments	<p>What evidence (product and/or performance) will be collected to establish that content and skills are being learned?</p> <ul style="list-style-type: none"> - Checklists, writing samples, exit tickets, quick checks, self assessments, teacher conferences, peer conferences and feedback, IXL Assessments 						
Summative Assessments	<p>What evidence (produce and/or performance) will be collected to determine that content and skills have been learned?</p> <ul style="list-style-type: none"> - Grammar Tests and Quizzes, Expository Paragraph Writing, Specific Sentence Writing 						
Strategies for ELL and IEP Support	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <ul style="list-style-type: none"> - Graphic organizers - Sentence starters 						



	<ul style="list-style-type: none">- Paragraph frames- Checklists- 1:1 Support- Adapted Paragraph/Shortened Paragraph- Guided Notes- Sped. Teacher Co-op- Conferences-
Acceleration Strategies	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations</p> <ul style="list-style-type: none">- Mentor texts- Checklists- Peer revisions- Peer editing

IAA Curriculum

Content Area	English Language Arts	Grade	6
Course Name	ELA		

Unit	Unit 2: Expository Writing (4 weeks)						
Concepts Big Ideas	<p>Themes and connections between the standards that help students to see the purpose and relevance of content.</p> <ul style="list-style-type: none"> - Structure and mechanics are important when writing so that your ideas are clear and easy to understand. - The writing process is a five step process that allows you to plan, revise, and edit your writing so that your ideas are clear. - Expository writing contains reliable and valid information that is clearly organized to teach your audience about a topic. 						
Essential Questions	<ul style="list-style-type: none"> - What should we tell and what should we describe to make information clear? 						
Key Learning Objectives and Skills	<p>The main ideas or skills students are expected to master:</p> <ul style="list-style-type: none"> - includes an engaging introduction that clearly states the topic and highlights a controlling idea or thesis statement. - uses appropriate word choice and formal voice and tone. - organizes information in a logical way. - connects related ideas effectively with transitions. - ends by summarizing ideas or drawing an overall conclusion. - uses primary and secondary sources. - cites and uses source materials ethically and avoids plagiarism. 						
Dates	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	PSSA Anchor s (E)	Keystone / PSSA Eligible Content	IXL Skill Sets	
October	<p>Writing a Paragraph</p> <ul style="list-style-type: none"> - Understand the writing process - Author's purpose - Read informative/ explanatory texts to examine a topic and 	<ul style="list-style-type: none"> - Mentor texts - Mini lessons - Direct instruction - model/ think alouds - Conferences - Small group instruction/ reteaching 	CC.1.4.6.F CC.1.4.6.L CC.1.4.6.R	E06.D.1.1 E06.D.1.2 E06.D.I.2 E06.D.I.I	E06.D.1.1.1 E06.D.1.1.2 E06.D.I.I.3 E06.D.I.I.4 E06.D.1.1.S E06.D.I.I.6 E06.D.1.1.7 E06.D.I.I.8	6.LL 1-2	<ul style="list-style-type: none"> - sentence - fragment - run-on sentence - subject - predicate - phrase - noun - verb

	<ul style="list-style-type: none"> convey ideas, concepts, and information clearly. - Identify and introduce the topic for the intended audience. - Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples - Establish and maintain a formal style. 	<ul style="list-style-type: none"> - Peer editing - Peer conferences - Writing process 					<ul style="list-style-type: none"> - adverb - imperative - interrogative - exclamatory - declarative
	<p>Writing an Informational Essay</p> <ul style="list-style-type: none"> - Write informative/ explanatory texts to examine a topic - Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions; provide a concluding statement or section - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. - Use precise language and domain-specific vocabulary to inform or explain the topic. - Develop and maintain a consistent voice. 	<ul style="list-style-type: none"> - Mentor texts - Mini lessons - Direct instruction model/ think alouds - Conferences - Small group instruction/ reteaching - Peer editing - Peer conferences - Writing process 	CC.1.4.6.A CC.1.4.6.X CC.1.4.6.E.3 CC.1.4.6.D CC.1.4.6.B CC.1.4.6.C CC.1.4.6.S CC.1.4.6.K.1 CC.1.4.6.E.1 CC.1.4.6.E.4	E06.E.1.1	E06.E.1.1.1 E06.E.1.1.3 E06.E.1.1.6 E06.E.1.1.2 E06.E.1.1.4 E06.E.1.1.5	6.J 1-2 6.N 1-3	<ul style="list-style-type: none"> - Expository - text structure - compare and contrast - description - sequence - chronological - cause and effect - Problem and solution - transition words - evidence - voice
Resources	Materials, texts, videos, internet sites, software, human to support instruction						

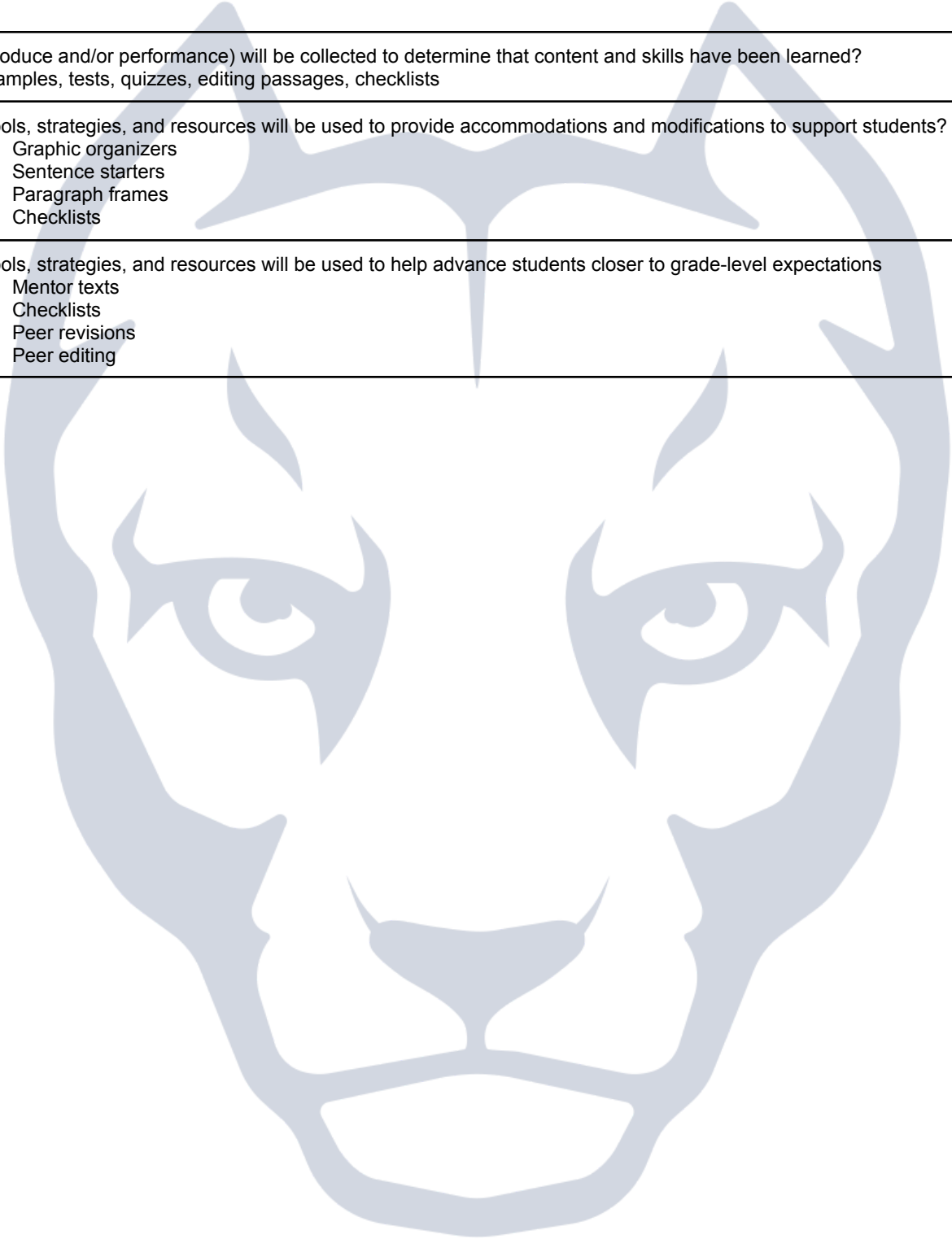
	- HMH Grammar Studio, HMH Writing Studio, IXL	
Formative Assessments	<p>What evidence (product and/or performance) will be collected to establish that content and skills are being learned?</p> <ul style="list-style-type: none"> - Checklists, writing samples, exit tickets, quick checks, self assessments, teacher conferences, peer conferences and feedback, 	
Summative Assessments	<p>What evidence (product and/or performance) will be collected to determine that content and skills have been learned?</p> <ul style="list-style-type: none"> - Expository paragraphs, 5 paragraph expository essay, grammar tests and quizzes 	
Strategies for ELL and IEP Support	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <ul style="list-style-type: none"> - Graphic organizers - Sentence starters - Paragraph frames - Checklists - 1:1 Support - Adapted Paragraph/Shortened Paragraph - Guided Notes - Sped. Teacher Co-op - Conferences 	
Acceleration Strategies	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations</p> <ul style="list-style-type: none"> - Mentor texts - Checklists - Peer revisions - Peer editing 	

IAA Curriculum

Content Area	English Language Arts	Grade	6
Course Name	ELA		

Unit	Unit 3: Argumentative Essay (5 weeks)
Concepts Big Ideas	As writers, we need to clearly state our opinion, using logical reasons, high-quality evidence, and purposeful word choice so that we can share our opinion with others in a respectful manner.
Essential Understandings	How do we respectfully share our point of view with others?
Competencies	<ul style="list-style-type: none"> - Write arguments to support claims. - Introduce and state an opinion on a topic. - Write arguments to support claims. - Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. - Develop and maintain a consistent voice - 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. - Establish and maintain a formal style. - Select evidence to support research - Draw evidence from multiple sources - Refocus inquiry when necessary - Select evidence to support analysis - Assess the credibility of sources - Quote or paragraphs to avoid plagiarism - Provide basic bibliographic information for sources - Write explanatory texts to examine a topic - Revise sentences for clear use of nouns and pronouns. - Write sentences with precise verbs.

Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standard s	PSSA Anchors (E)	Keystone / PSSA Eligible Content		Vocabulary
November / December	Argumentative Paragraph	<ul style="list-style-type: none"> - Mentor Texts - Mini Lessons - Direct Instruction model/think alouds - Conferences - Small group Instruction/Reteaching - Peer editing - Peer Conferences - Writing Process 					
	Argumentative Essay <ul style="list-style-type: none"> - Formulate opinions on topics - Restate and answer a question to write a claim. - Select logical reasons to support a claim. - Critique evidence to select most relevant - Assess sources for credibility - Cite evidence to prove claim - Use a formal voice when writing - Support the claim with reasons and evidence - Use transition words to connect ideas - Provide a concluding paragraph that follow the argument 	<ul style="list-style-type: none"> - Mentor texts - Mini lessons - Direct instruction model/ think alouds - Conferences - Small group instruction/ reteaching - Peer editing - Peer conferences - Writing process 	CC.1.4.6.G CC.1.4.6.H CC.1.4.6.I CC.1.4.6.K.3 CC.1.4.6.J CC.1.4.6.K.4	E06.C.1 E06.E.1	E06.C.1.1.1 E06.C.1.1.2 E06.C.1.1.3 E06.C.1.1.4 E06.C.1.1.5 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		<ul style="list-style-type: none"> - argument - persuasive - claim - reasons - evidence <ul style="list-style-type: none"> - Statistics - Examples - Anecdotes - Facts - transition words - credible sources - conclusion - rhetorical devices - loaded language - hyperbole - logic - emotions - formal style
	Verbal Debate						
Resources	Materials, texts, videos, internet sites, software, human to support instruction <ul style="list-style-type: none"> - HMH Grammar Studio, HMH Writing Studio, IXL 						
Formative Assessments	What evidence (product and/or performance) will be collected to establish that content and skills are being learned? <ul style="list-style-type: none"> - Checklists, writing samples, exit tickets, quick checks, self assessments, teacher conferences, peer conferences and feedback 						



Summative Assessments	What evidence (produce and/or performance) will be collected to determine that content and skills have been learned? <ul style="list-style-type: none">- Writing samples, tests, quizzes, editing passages, checklists
Strategies for ELL and IEP Support	What tools, strategies, and resources will be used to provide accommodations and modifications to support students? <ul style="list-style-type: none">- Graphic organizers- Sentence starters- Paragraph frames- Checklists
Acceleration Strategies	What tools, strategies, and resources will be used to help advance students closer to grade-level expectations <ul style="list-style-type: none">- Mentor texts- Checklists- Peer revisions- Peer editing

IAA Curriculum

Content Area	English Language Arts	Grade	6
Course Name	ELA		

Unit	Unit 4: RESEARCH WRITING (4 weeks)					
Concepts Big Ideas	<p>Themes and connections between the standards that help students to see the purpose and relevance of content.</p> <ul style="list-style-type: none"> - Researchers approach each topic with an open mind, asking deep questions to challenge what they know, and then try to prove their point with supporting evidence. - A text-dependent analysis is evidence-based argumentative writing and is used as a benchmark of your writing abilities. 					
Essential Understandings	<ul style="list-style-type: none"> - How do we, as researchers, teach our audience new information? 					
Competencies	<p>The main ideas or skills students are expected to master:</p> <ul style="list-style-type: none"> - Introduce and state an opinion - Use reasons and evidence to support an idea - Use credible, reliable sources - Use transition words and signal words - Create a logical argument - Write in a formal voice - Conclude your argument - Conduct research - Taking notes - Evaluating sources - Summarize, quote, and paraphrase evidence - Formulate sentences with correct subject-antecedent agreement - Construct sentences using the correct verb tense 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA Standards (CC)	PSSA Anchors (E)	PSSA Eligible Content	Vocabulary
February	<p>Research:</p> <ul style="list-style-type: none"> - Develop a research question to drive inquiry - Select reliable and credible 	<ul style="list-style-type: none"> - Mentor texts - Mini lessons - Direct instruction - model/ think alouds 	CC.1.4.6.G CC.1.4.6.H CC.1.4.6.I CC.1.4.6.K.3	E06.C.1 E06.E.1	E06.C.1.1.1 E06.C.1.1.2 E06.C.1.1.3 E06.C.1.1.4 E06.C.1.1.5	<ul style="list-style-type: none"> - argument - persuasive - claim - reasons

<ul style="list-style-type: none"> - sources - Collect evidence to support research - Summarize important facts into notes - Create notes with summary, quotes, and paraphrasing from multiple sources - Restate and answer a question to write a claim. - Select logical reasons to support a claim. - Select evidence to support analysis - Critique evidence to select most relevant - Use a formal voice when writing - Support the claim with reasons and evidence - Use precise language to convey ideas - Use transition words to connect ideas - Provide a concluding paragraph that follow the argument - Provide basic bibliographic information for sources 	<ul style="list-style-type: none"> - Conferences - Small group instruction/ reteaching - Peer editing - Peer conferences - Writing process 	<p>CC.1.4.6.J CC.1.4.6.K.4</p>		<p>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</p>	<ul style="list-style-type: none"> - evidence - transition words - credible sources - works cited/ bibliography - conclusion - rhetorical devices - loaded language - hyperbole - logic - emotions - formal style
<p>Agreement</p> <ul style="list-style-type: none"> - Number - Subject-verb agreement - Phrases between subject and verb - Agreement with indefinite pronouns - Other problems in agreement - Agreement with don't and doesn't - Pronoun-antecedent agreement 	<ul style="list-style-type: none"> - Mini lessons - Direct instruction - Stations - Guided practice - Editing passages - Peer editing 	<p>CC.1.4.6.F CC.1.4.6.L CC.1.4.6.R</p>	<p>E06.D.1.1 E06.D.I.I E06.D.I.I E06.D.1.2 E06.D.I.2</p>	<p>E06.D.1.1.1 E06.D.1.1.2 E06.D.I.I.3 E06.D.I.I.4 E06.D.1.1.S E06.D.I.I.6 E06.D.1.1.7 E06.D.I.I.8 E06.D.I.2.1 E06.D.1.2.2 E06.D.I.2.3</p>	<ul style="list-style-type: none"> - subject - verb - indefinite pronouns - pronoun-antecedent
<p>Verbs</p> <ul style="list-style-type: none"> - Principal parts of verbs - Regular verbs - Irregular verbs - Tense - Sit and Set 	<ul style="list-style-type: none"> - Mini lessons - Direct instruction - Stations - Guided practice - Editing passages 	<p>CC.1.4.6.F CC.1.4.6.L CC.1.4.6.R</p>	<p>E06.D.1.1 E06.D.I.I E06.D.I.I E06.D.1.2 E06.D.I.2</p>	<p>E06.D.1.1.1 E06.D.1.1.2 E06.D.I.I.3 E06.D.I.I.4 E06.D.1.1.S E06.D.I.I.6</p>	<ul style="list-style-type: none"> - regular verbs - irregular verbs - verb tense - sit / set - rise/ raise - lie/ lay

	<ul style="list-style-type: none"> - Rise and Raise - Lie and Lay 	<ul style="list-style-type: none"> - Peer editing 			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	
Resources	Materials, texts, videos, internet sites, software, human to support instruction <ul style="list-style-type: none"> - HMH Grammar Studio, HMH Writing Studio 					
Formative Assessments	What evidence (product and/or performance) will be collected to establish that content and skills are being learned? <ul style="list-style-type: none"> - Checklists, writing samples, exit tickets, quick checks, self assessments, teacher conferences, peer conferences and feedback, 					
Summative Assessments	What evidence (produce and/or performance) will be collected to determine that content and skills have been learned? <ul style="list-style-type: none"> - Persuasive paragraphs, persuasive essay/ presentation, argumentative paragraph, argumentative essay, test, quizzes, editing passages 					
Strategies for ELL and IEP Support	What tools, strategies, and resources will be used to provide accommodations and modifications to support students? <ul style="list-style-type: none"> - Graphic organizers - Sentence starters - Paragraph frames - Checklists 					
Acceleration Strategies	What tools, strategies, and resources will be used to help advance students closer to grade-level expectations <ul style="list-style-type: none"> - Mentor texts - Checklists - Peer revisions - Peer editing 					

IAA Curriculum

Content Area	English Language Arts	Grade	6
Course Name	ELA		

Unit	Unit 5: NARRATIVE Writing (4 weeks)
Concepts Big Ideas	<p>Themes and connections between the standards that help students to see the purpose and relevance of content.</p> <ul style="list-style-type: none"> - It is important to communicate our stories since our experiences shape our personality and perspective. - Writers need to evaluate their ideas at each step of the writing process so that their choices (structure, word choice, style) reflect their purpose in writing. - When publishing our writing online, we need to follow the ever changing “netiquette” so that we can collaborate, share, and respond to posts respectfully.
Essential Understandings	<ul style="list-style-type: none"> - How can I communicate the importance of my experience? - What should we put in or leave out of our writing to be accurate?
Competencies	<p>The main ideas or skills students are expected to master:</p> <ul style="list-style-type: none"> - Write narratives to develop real or imagined experiences or events. - Engage and orient the reader by establishing a context and introducing a narrator and/or characters. - 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. - Develop and maintain a consistent voice. - Use precise language - 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. - Use grade level commonly confused words correctly - Correctly use apostrophes according to grade level standards - Spell grade level high frequency words

Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	PSSA Anchors (E)	PSSA Eligible Content	Vocabulary
April	<p>Writing a Narrative</p> <ul style="list-style-type: none"> - Compare and contrast fiction and nonfiction stories - Analyze the key features of a narrative 	<ul style="list-style-type: none"> - Mentor texts - Mini lessons - Direct instruction - model/ think alouds - Conferences 	CC.1.4.6.M CC.1.4.6.N CC.1.4.6.P CC.1.4.6.X CC.1.4.6.Q.3 CC.1.4.6.Q.2	E06.D.1.1 E06.D.1.2 E06.D.2.1 E06.A-V.4 E06AC2.1	E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.5 E06.D.1.1.6	Narratives Fiction Nonfiction Plot stages Context (introduction of a

<ul style="list-style-type: none"> - Analyze effective narrative openings - Make observations about the context-conflict connection - Assess the author's choice of narrator and POV - Discuss characterization - Revise story to more clearly show plot sequence - Analyze conclusions <p>Write your own story:</p> <ul style="list-style-type: none"> - Write outline of story - Select the narrator and point of view for the story - Create a character study for the main character - Design the context for the reader by introducing the narrator and/or characters - Craft and organize the plot stages for an original story - Use transition words to clearly sequence events - Write a conclusion to resolve conflict and wrap up story - Revise for dialogue, pacing, and transition words - Revise for imagery, precise language, and details - Edit for correct grammar and language usage 	<ul style="list-style-type: none"> - Small group instruction/ reteaching - Peer editing - Peer conferences - Writing process 	<p>CC.1.4.6.O CC.1.3.6.I</p>		<p>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.A-V.4.1 .2.C E06.A-C.2.1.1a</p>	<p>problem, situation, or observation) Setting Conflict</p> <ul style="list-style-type: none"> - Internal conflict - External conflict <p>Climax Resolution Point of View Narrator Vivid language Dialogue Hook Sequencing</p> <ul style="list-style-type: none"> - Flashback - Foreshadowing <p>Pacing Imagery Sensory language Precise words Details Figurative language for mood/ evoking feeling</p>
<p>Commonly Confused Words (A Glossary of Usage)</p> <ul style="list-style-type: none"> - A, An, At - Between, among, how come - its , it's / than, then - That there/ your, you're 	<ul style="list-style-type: none"> - Mini lessons - Direct instruction - Stations - Guided practice - Editing passages - Peer editing 	<p>CC.1.4.6.F CC.1.4.6.L CC.1.4.6.R</p>	<p>E06.D.1.1 E06.D.I.I E06.D.1.2 E06.D.I.2</p>	<p>E06.D.1.1.1 E06.D.1.1.2 E06.D.I.I.3 E06.D.I.I.4 E06.D.1.1.S E06.D.I.I.6 E06.D.1.1.7 E06.D.I.I.8 E06.D.I.2.1 E06.D.1.2.2 E06.D.I.2.3</p>	<ul style="list-style-type: none"> - A, An, At - Between, among, how come - its , it's - than, then - That there - your, you're - homophones - homographs
<p>Punctuation 2:</p> <ul style="list-style-type: none"> - Italics - Quotation marks 	<ul style="list-style-type: none"> - Mini lessons - Direct instruction - Stations 	<p>CC.1.4.6.F CC.1.4.6.L CC.1.4.6.R</p>	<p>E06.D.1.1 E06.D.I.I E06.D.1.2 E06.D.I.2</p>	<p>E06.D.1.1.1 E06.D.1.1.2 E06.D.I.I.3 E06.D.I.I.4</p>	<ul style="list-style-type: none"> - text features - italics - quotation marks

	<ul style="list-style-type: none"> - Apostrophes - Other uses of apostrophes - Dashes and parentheses 	<ul style="list-style-type: none"> - Guided practice - Editing passages - Peer editing 			E06.D.1.1.S 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	<ul style="list-style-type: none"> - apostrophes - dash - hyphen - parentheses
Resources	Materials, texts, videos, internet sites, software, human to support instruction <ul style="list-style-type: none"> - HMH Grammar Studio, HMH Writing Studio 					
Formative Assessments	What evidence (product and/or performance) will be collected to establish that content and skills are being learned? <ul style="list-style-type: none"> - Checklists, writing samples, exit tickets, quick checks, self assessments, teacher conferences, peer conferences and feedback, 					
Summative Assessments	What evidence (produce and/or performance) will be collected to determine that content and skills have been learned? <ul style="list-style-type: none"> - Writing samples, tests, quizzes, editing passages, checklists 					
Strategies for ELL and IEP Support	What tools, strategies, and resources will be used to provide accommodations and modifications to support students? <ul style="list-style-type: none"> - Graphic organizers - Sentence starters - Paragraph frames - Checklists 					
Acceleration Strategies	What tools, strategies, and resources will be used to help advance students closer to grade-level expectations <ul style="list-style-type: none"> - Mentor texts - Checklists - Peer revisions - Peer editing 					

IAA Curriculum

Content Area	English Language Arts	Grade	6
Course Name	ELA		

Unit	Unit 6: TDA WRITING (4 weeks)							
Concepts Big Ideas	<p>Themes and connections between the standards that help students to see the purpose and relevance of content.</p> <ul style="list-style-type: none"> - Researchers approach each topic with an open mind, asking deep questions to challenge what they know, and then try to prove their point with supporting evidence. - A text-dependent analysis is evidence-based argumentative writing and is used as a benchmark of your writing abilities. 							
Essential Understandings	<ul style="list-style-type: none"> - How can I craft a high-quality TDA? 							
Competencies	<p>The main ideas or skills students are expected to master:</p> <ul style="list-style-type: none"> - Introduce and state an opinion - Use reasons and evidence to support an idea - Use transition words and signal words - Create a logical argument - Write in a formal voice - Conclude your argument - Conduct research - Taking notes - Present ideas in a logical manner with an introduction, body, and conclusion - Select the correct subject and/or object pronouns - Use modifiers correctly 							
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities			PA Standards (CC)	PSSA Anchors (E)	PSSA Eligible Content	Vocabulary
March	Argumentative/ TDA <ul style="list-style-type: none"> - Analyzing the prompt (task) - Organize: task, purpose, 	<ul style="list-style-type: none"> - Mentor texts - Mini lessons 			CC.1.4.6.A CC.1.4.6.B CC.1.4.6.C	E06.E.1	E06.E.1.1.1 E06.E.1.1.2 E06.E.1.1.3	Prompt TDA

	<ul style="list-style-type: none"> - audience - Outline/ evidence - Drafting - Revising - Editing 	<ul style="list-style-type: none"> - Direct instruction - model/ think alouds - Conferences - Small group instruction/ reteaching - Peer editing - Peer conferences - Writing process 	CC.1.4.6.D CC.1.4.6.E CC.1.4.6.F CC.1.4.6.H CC.1.4.6.I CC.1.4.6.J CC.1.4.6.K CC.1.4.6.L CC.1.4.6.S		E06.E.1.1.4 E06.E.1.1.5 E06.E.1.1.6	Text Dependent Analysis Evidence Outline
	Pronouns <ul style="list-style-type: none"> - Forms of personal pronouns - Subject form - Object form - Special pronoun problems 	<ul style="list-style-type: none"> - Mini lessons - Direct instruction - Stations - Guided practice - Editing passages - Peer editing 	CC.1.4.6.F CC.1.4.6.L CC.1.4.6.R	E06.D.1.1 E06.D.I.I E06.D.I.I E06.D.1.2 E06.D.I.2	E06.D.1.1.1 E06.D.1.1.2 E06.D.I.I.3 E06.D.I.I.4 E06.D.1.1.S E06.D.I.I.6 E06.D.1.1.7 E06.D.I.I.8 E06.D.I.2.1 E06.D.1.2.2 E06.D.I.2.3	<ul style="list-style-type: none"> - personal pronouns - subjects - objects - pronouns
	Using Modifiers Correctly <ul style="list-style-type: none"> - Regular comparison of adjectives and adverbs - Irregular comparison of adjectives and adverbs - Using good and well - Modifiers after linking verbs - Double comparisons and double negatives 	<ul style="list-style-type: none"> - Mini lessons - Direct instruction - Stations - Guided practice - Editing passages - Peer editing 	CC.1.4.6.F CC.1.4.6.L CC.1.4.6.R	E06.D.1.1 E06.D.I.I E06.D.I.I E06.D.1.2 E06.D.I.2	E06.D.1.1.1 E06.D.1.1.2 E06.D.I.I.3 E06.D.I.I.4 E06.D.1.1.S E06.D.I.I.6 E06.D.1.1.7 E06.D.I.I.8 E06.D.I.2.1 E06.D.1.2.2 E06.D.I.2.3	<ul style="list-style-type: none"> - adjectives - adverbs - good/ well - modifiers - double negatives
Resources	Materials, texts, videos, internet sites, software, human to support instruction <ul style="list-style-type: none"> - HMH Grammar Studio, HMH Writing Studio 					
Formative Assessments	What evidence (product and/or performance) will be collected to establish that content and skills are being learned? <ul style="list-style-type: none"> - Checklists, writing samples, exit tickets, quick checks, self assessments, teacher conferences, peer conferences and feedback, 					
Summative Assessments	What evidence (produce and/or performance) will be collected to determine that content and skills have been learned? <ul style="list-style-type: none"> - Persuasive paragraphs, persuasive essay/ presentation, argumentative paragraph, argumentative essay, test, quizzes, editing passages 					
Strategies for ELL and IEP Support	What tools, strategies, and resources will be used to provide accommodations and modifications to support students? <ul style="list-style-type: none"> - Graphic organizers - Sentence starters - Paragraph frames - Checklists 					

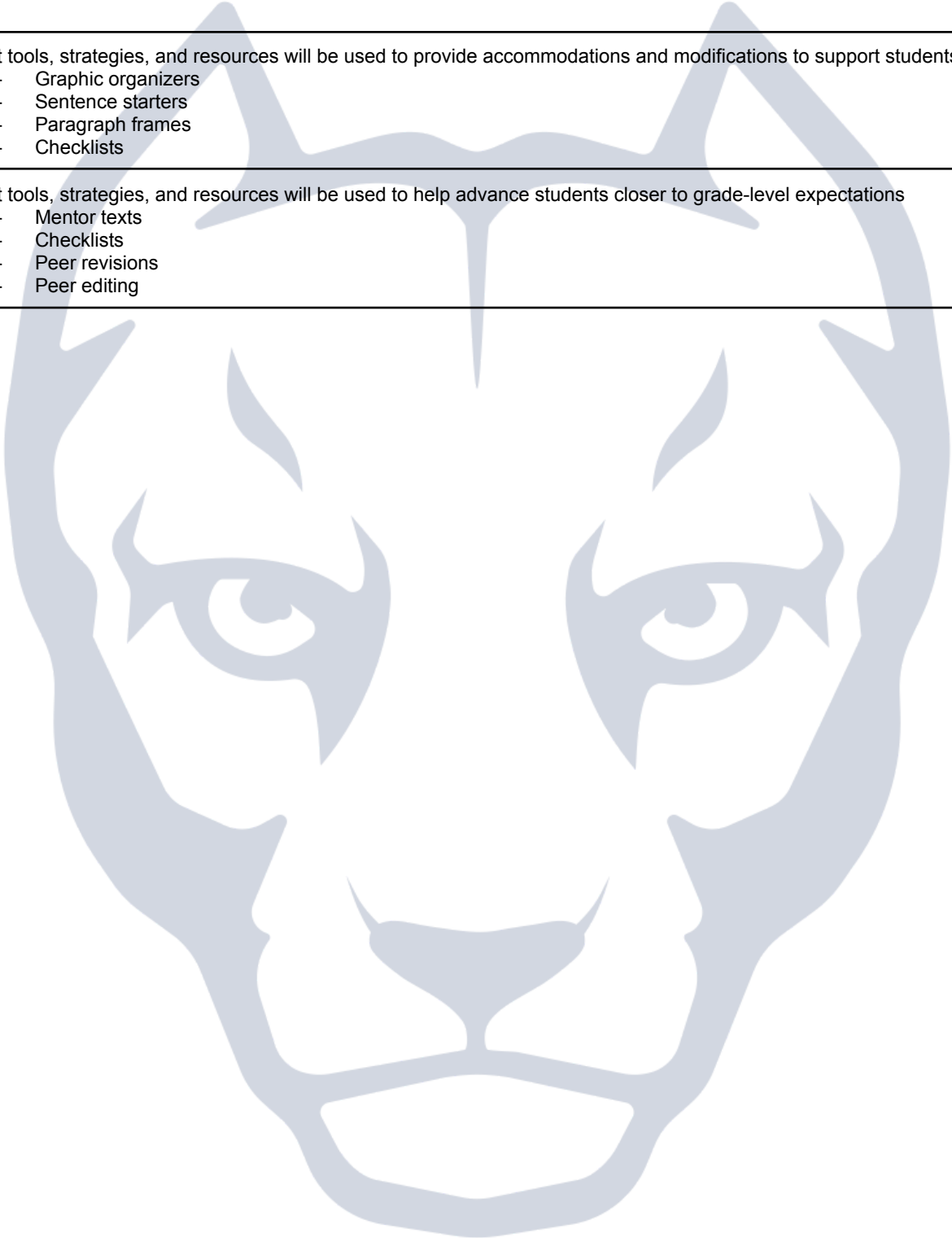
Acceleration Strategies	What tools, strategies, and resources will be used to help advance students closer to grade-level expectations <ul style="list-style-type: none"> - Mentor texts - Checklists - Peer revisions - Peer editing
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IAA Curriculum

Content Area	English Language Arts	Grade	6
Course Name	ELA		

Unit	Unit 8: Producing & Publishing Writing Online (3 weeks)
Concepts Big Ideas	Themes and connections between the standards that help students to see the purpose and relevance of content. <ul style="list-style-type: none"> - It is important to communicate our stories since our experiences shape our personality and perspective. - Writers need to evaluate their ideas at each step of the writing process so that their choices (structure, word choice, style) reflect their purpose in writing. - When publishing our writing online, we need to follow the ever changing “netiquette” so that we can collaborate, share, and respond to posts respectfully.
Essential Understandings	<ul style="list-style-type: none"> - How do we interact with our audience online?
Competencies	The main ideas or skills students are expected to master: <ul style="list-style-type: none"> - List reasons for publishing online - Compare and contrast writing online vs. writing in print - Critique websites against for positive and negatives - Improve a “bad” website/ post - Compare and contrast direct and indirect interactions - Discuss the pros and cons of an online audience - Analyze the benefits of online collaboration - Apprise the best collaboration tool for collaboration - Design a contract for the rules of good collaboration - Use grade level commonly confused words correctly - Correctly use apostrophes according to grade level standards - Spell grade level high frequency words

Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	PSSA Anchors (E)	PSSA Eligible Content	Vocabulary
May / June	Producing & Publishing Online <ul style="list-style-type: none"> - List reasons for publishing online - Compare and contrast writing online vs. writing in print - Critique websites against for positive and negatives - Improve a “bad” website/ post - Compare and contrast direct and indirect interactions - Discuss the pros and cons of an online audience - Analyze the benefits of online collaboration - Apprise the best collaboration tool for collaboration - Design a contract for the rules of good collaboration 	<ul style="list-style-type: none"> - Mentor texts - Mini lessons - Direct instruction - model/ think alouds - Conferences - Small group instruction/ reteaching - Peer editing - Peer conferences - Writing process 	CC.1.4.6.U CC.1.4.6.X	E06.D.2.1	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	Blog Website Wiki Group blog Social media Direct interactions Indirect interactions Embed (images) Interactive Hyperlink Post and reply Private message Collaboration
	Spelling <ul style="list-style-type: none"> - The dictionary - Spelling rules - Prefixes and suffixes - Plurals of nouns 	<ul style="list-style-type: none"> - Mini lessons - Direct instruction - Stations - Guided practice - Editing passages - Peer editing 	CC.1.4.6.F CC.1.4.6.L CC.1.4.6.R	E06.D.1.1 E06.D.1.1 E06.D.1.1 E06.D.1.2 E06.D.1.2	E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.S 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	<ul style="list-style-type: none"> - prefix - suffix - roots - plural - singular
Resources	Materials, texts, videos, internet sites, software, human to support instruction <ul style="list-style-type: none"> - HMH Grammar Studio, HMH Writing Studio 					
Formative Assessments	What evidence (product and/or performance) will be collected to establish that content and skills are being learned? <ul style="list-style-type: none"> - Checklists, writing samples, exit tickets, quick checks, self assessments, teacher conferences, peer conferences and feedback, 					
Summative Assessments	What evidence (produce and/or performance) will be collected to determine that content and skills have been learned? <ul style="list-style-type: none"> - Writing samples, tests, quizzes, editing passages, checklists 					



Strategies for ELL and IEP Support	What tools, strategies, and resources will be used to provide accommodations and modifications to support students? <ul style="list-style-type: none">- Graphic organizers- Sentence starters- Paragraph frames- Checklists
Acceleration Strategies	What tools, strategies, and resources will be used to help advance students closer to grade-level expectations? <ul style="list-style-type: none">- Mentor texts- Checklists- Peer revisions- Peer editing