

## IAA Curriculum

<b>Content Area</b>	English Language Arts	<b>Grade</b>	6
<b>Course Name</b>	Reading 6		

<b>Unit</b>	<b>Unit 1: Informational Texts (3 weeks)</b>
<b>Essential Question</b>	<p>Question that drives student inquiry for the unit</p> <ul style="list-style-type: none"> <li>- How do we, as readers, become critical thinkers by reading informational texts?</li> </ul>
<b>Big Idea</b>	<p>Answers the essential question. It declares what you want the students to understand.</p> <ul style="list-style-type: none"> <li>- Readers become critical thinkers by learning new things and by developing self awareness.</li> <li>- (Self awareness themes; empathy, emotions, phobias, fear, instincts, embarrassment, rejection, courage, and bravery)</li> </ul>
<p><b>Concepts</b> (key knowledge)</p>	<p>What students WILL KNOW as a result of the instruction</p> <ul style="list-style-type: none"> <li>- Critical vocabulary from mentor texts</li> <li>- Vocabulary strategies: synonyms and antonyms, prefixes</li> <li>- Nonfiction text features</li> <li>- Author's purpose (inform, persuade, entertain)</li> <li>- The difference between paraphrasing and citing research</li> <li>- The importance of not plagiarizing</li> <li>- Author's use different text structures when presenting information</li> </ul>
<p><b>Competencies</b> (key skills)</p>	<p>What students will be able to DO as a result of the instruction</p> <ul style="list-style-type: none"> <li>- Use critical vocabulary in academic discussions</li> <li>- Interpret new vocabulary words using prefixes</li> <li>- Interpret new vocabulary words using synonyms and antonyms as context clues</li> <li>- Use text features to navigate informational texts</li> <li>- Use text features to make and correct predictions</li> <li>- Identifying the central idea of a paragraph / selection</li> <li>- Analyze author's purpose</li> <li>- Paraphrase and quote research</li> <li>- Correctly cite research</li> <li>- Use sentence starters when having a discussion</li> <li>- Participate in small and whole group discussions</li> <li>- Identify organizational patterns in informational texts</li> </ul>

Dates	Smart Objectives (mini steps to reach the competencies and concept)	Instructional Strategies and Activities	PA Standards (CC)	PSSA Anchors (E)	Keystone / PSSA Eligible Content	Vocabulary
August/ September	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Activate prior knowledge by answering: Why is it important for critical thinkers to read informational texts?</li> <li>- Explain why author's write (author's purpose)</li> <li>- Identify common nonfiction text features</li> <li>- Use prefixes as a vocabulary strategy to understand unfamiliar words</li> <li>- Use text features to navigate informational text.</li> <li>- Identify the central idea of a paragraph by synthesizing the supporting details within</li> <li>- Use sentence starters when having a discussion</li> <li>- Discuss how text features support the reader's understanding</li> <li>- Cite evidence to support analysis of the text</li> </ul>	<p><b>"Fears and Phobias" (unit 1)</b></p> <ul style="list-style-type: none"> <li>- Jigsaw reading</li> <li>- Think-pair-share</li> <li>- Model using subheadings and text features to identify the central idea</li> <li>- Model reading strategies</li> <li>- Check your understanding</li> <li>- Analyze the text</li> <li>- Small group discussion</li> </ul>	<p>CC.1.4.6.D CC.1.5.6.C CC.1.4.6.C CC.1.4.6.C CC.1.2.6.B CC.1.4.6.B CC.1.4.6.E.1 CC.1.4.6.E.3 CC.1.3.6.J CC.1.2.6.J CC.1.2.6.E CC.1.4.6.X</p>	<p>E06.E.1.1 E06.B-C E06.B-K</p>	<p>E06.E.1.1.1 E06.E.1.1.6 E06.E.1.1.2 E06.B-C.2.1.2 E06.B-K.1.1.1 E06.E.1.1.4 E06.E.1.1.3</p>	<p>Unit Academic vocabulary: evident, factor, indicate, similar, specific</p> <p>Use prefixes that mean "not" to define unfamiliar words.</p> <p>Critical vocabulary: activate, turbulence, trigger, immaturity</p> <p>Introduce cultural references: emotional reaction, public speaking, "get used to", takeoff</p>

<ul style="list-style-type: none"> <li>- Analyze how writers use dashes.</li> <li>- Discuss the theme (overcoming fear.)</li> </ul>					
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Identify organization and structure of informational text.</li> <li>- Use text features to make, correct, and confirm predictions.</li> <li>- Discuss with a partner the organizational features of the text</li> <li>- Use commas after introductory elements.</li> <li>- Differentiate between paraphrasing and quoting</li> <li>- Gather information from credible sources, then present the information using paraphrasing and appropriate source citation.</li> </ul>	<p><b>“Embarrassed? Blame Your Brain (Unit 1)</b></p> <ul style="list-style-type: none"> <li>- Three minute review (group summary and clarifying questions)</li> <li>- Think-pair -share</li> <li>- Discuss organizational patterns</li> <li>- Use information text features to understand the central idea</li> <li>- Model reading strategies</li> <li>- Check your understanding</li> <li>- Analyze the text</li> <li>- Small group discussion</li> </ul>	<p>CC.1.2.6.FCC. 1.2.6.G CC.1.3.6.J CC.1.2.6.J CC.1.2.6.A CC.1.2.6.E CC.1.4.6.W</p>	<p>E06.B-V.4.1 E06.B-C.2.1 E06.B-K.1.1</p>	<p>E06.B-V.4.1.1 c E06.B-C.2.1.2 E06.B-C.2.1.3 E06.B-K.1.1.2</p>	<p>Synonyms and antonyms</p> <p>Critical vocabulary: essential, amplify, generate, humiliation</p> <p>Cultural references: fitting in, tackle a challenge, hurt feelings, broken hearted, tug-of-war, potty break</p>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Analyze the purpose of a video.</li> <li>- Understand the visual and sound elements used in a video.</li> </ul>	<p><b>Wired for Fear (unit 1 video)</b></p> <ul style="list-style-type: none"> <li>- Sticky note peer review</li> <li>- Think-pair-share</li> <li>- Interpret the video with and without the sound , how do the subtitles support the creator’s</li> </ul>	<p>CC.1.5.6.D CC.1.4.6.U CC.1.4.6.Q.3 CC.1.5.6.F CC.1.5.6.C CC.1.5.6.E CC.1.2.6.D</p>	<p>E06.B-C.2.1</p>	<p>E06.B-C.2.1.1</p>	<p>Critical vocabulary: visuals, sound, media, stills, animation, music, narration</p>

	<ul style="list-style-type: none"> <li>- Discuss with a group the central ideas and purpose of the video, using the critical vocabulary</li> <li>- Research a physical effect of fear and then present</li> </ul>	<ul style="list-style-type: none"> <li>- purpose</li> <li>- Summarize the main ideas</li> <li>- Analyze media</li> </ul>	CC.1.4.6.N CC.1.3.6.D CC.1.2.6.G CC.1.4.6.Q.2 CC.1.3.6.J CC.1.4.6.O CC.1.2.6.J CC.1.4.6.X			Cultural references: on the lookout, false alarm, orders a stand down, spring into action
<b>Resources</b>	Materials, texts, videos, internet sites, software, human to support instruction <ul style="list-style-type: none"> <li>- <a href="#">Ed: My Friend in Learning (HMH)</a>, Schoology, Google Applications</li> <li>- <b>Fears and Phobias (Unit 1)</b></li> <li>- <b>Embarrassed? Blame Your Brain (U1)</b></li> <li>- <b>Wired for Fear (U1)</b></li> </ul>					
<b>Formative Assessments</b>	What evidence (product and/or performance) will be collected to establish that content and skills are being learned? <ul style="list-style-type: none"> <li>- Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting</li> <li>- Selection test, Vocabulary check, oral informative presentation</li> </ul>					
<b>Summative Assessments</b>	What evidence (produce and/or performance) will be collected to determine that content and skills have been learned? <ul style="list-style-type: none"> <li>- Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing &amp; presentation tasks</li> </ul>					
<b>Strategies for ELL and IEP Support</b>	What tools, strategies, and resources will be used to provide accommodations and modifications to support students? <ul style="list-style-type: none"> <li>- 1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL &amp; special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel</li> </ul>					
<b>Acceleration Strategies</b>	What tools, strategies, and resources will be used to help advance students closer to grade-level expectations <ul style="list-style-type: none"> <li>- Preview and select <b>High-DOK post-reading questions and activities.</b></li> <li>- Dig deeper into the topic with a <b>“Connect” activity for the post-reading Research</b> project</li> <li>- Build toward an alternative end-of-unit task</li> <li>- Challenge students with <b>HMH Leveled Text</b> by selecting additional, unit-aligned readings at <b>stretch Lexile levels</b> (<a href="#">available online</a>)</li> <li>- Connect the conversation to today with <b>HMH Current Events connections.</b> (<a href="#">available online</a>)</li> </ul>					

# IAA Curriculum

<b>Content Area</b>	English Language Arts	<b>Grade</b>	6
<b>Course Name</b>	Reading 6		

<b>Unit</b>	<b>Unit 2: Realistic Fiction (4 weeks)</b>					
<b>Big Ideas</b>	<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"> <li>- Reading helps us embrace each other's differences because it allows us to see the world from different perspectives and so respect everyone's unique challenges.</li> <li>- (Bullying, intolerance, compassion, disabilities, differences, empathy, respect)</li> </ul>					
<b>Essential Understandings</b>	<p>Statements summarizing important ideas and core processes that are central to the unit or concept and have lasting value beyond the classroom.</p> <ul style="list-style-type: none"> <li>- How does reading help us embrace each other's differences?</li> </ul>					
<b>Competencies</b>	<p>The main ideas or skills students are expected to master</p> <ul style="list-style-type: none"> <li>- Identify the theme or message of a story</li> <li>- Analyze how the structure of a text supports the writer's purpose</li> <li>- Provide a summary of the text distinct from personal opinions</li> <li>- Use relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrate an understanding of the text(s).</li> <li>- analyze the impact of a specific word choice on meaning and tone.</li> <li>- Use precise language and domain specific vocabulary</li> <li>- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</li> <li>- Use sentence starters to participate in a discussion</li> </ul>					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA Standards (CC)</b>	<b>PSSA Anchors (E)</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
<b>October</b>	<p><b>The Ravine: (5 days)</b></p> <ul style="list-style-type: none"> <li>- Critical vocabulary: murky, rivulet, cascade, precipice</li> <li>- Cite textual evidence; make inferences.</li> <li>- Determine a theme or central idea.</li> <li>- Describe story elements</li> </ul>	<ul style="list-style-type: none"> <li>- Model how to run literature circles</li> <li>- Direct instruction</li> <li>- Guided practice</li> <li>- Think-pair-share</li> <li>- Pinwheel discussion</li> <li>- Modeled discussion</li> <li>- Fishbowl discussion</li> <li>- Reflections</li> </ul>	CC.1.4.6.D CC.1.3.6.E CC.1.4.6.C CC.1.4.6.K.1 CC.1.4.6.B CC.1.4.6.E.1 CC.1.3.6.F CC.1.3.6.A CC.1.3.6.J CC.1.2.6.J CC.1.4.6.X	E06.E.1.1 E06.A-K.1.1 E06.A-C.2.1	E06.E.1.1.1 E06.A-K.1.1.2 E06.E.1.1.6 E06.E.1.1.2 E06.A-C.2.1.3 E06.E.1.1.4 E06.A-C.2.1.2	Plot arc Exposition Conflict Character traits Character motivation Character development Inferences Setting Mood

	<p>and structure.</p> <ul style="list-style-type: none"> <li>- Determine the meaning of words and phrases from their context.</li> <li>- Engage effectively in a range of collaborative discussions.</li> <li>- Verify preliminary determination of the meaning of a word; consult reference materials.</li> </ul>					<p>Rising action Climax Falling action Resolution Theme Summary Context clues</p>
	<p><b>Book Clubs/ Lit Circles (3 weeks)</b></p> <ul style="list-style-type: none"> <li>- Cite textual evidence; make inferences.</li> <li>- Determine a theme or central idea.</li> <li>- Describe story elements and structure.</li> <li>- Determine the meaning of words and phrases from their context.</li> <li>- Engage effectively in a range of collaborative discussions.</li> <li>- Verify preliminary determination of the meaning of a word; consult reference materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Direct instruction</li> <li>- Guided practice</li> <li>- Think-pair-share</li> <li>- Modeled discussion</li> <li>- Fishbowl discussion</li> <li>- Literature circles</li> <li>- Reflections</li> </ul>	<p>CC.1.4.6.D CC.1.3.6.E CC.1.4.6.C CC.1.4.6.K.1 CC.1.4.6.B CC.1.4.6.E.1 CC.1.3.6.F CC.1.3.6.A CC.1.3.6.J CC.1.2.6.J CC.1.4.6.X</p>	<p>E06.E.1.1 E06.A-K.1 E06.A-C.2.1</p>	<p>E06.E.1.1.1 E06.A-K.1.1.2 E06.E.1.1.6 E06.E.1.1.2 E06.A-C.2.1.3 E06.E.1.1.4 E06.A-C.2.1.2</p>	
<p><b>Resources</b></p>	<p>Materials, texts, videos, internet sites, software, human to support instruction</p> <ul style="list-style-type: none"> <li>- <a href="#">Ed: My Friend in Learning (HMH)</a>, Schoology, Google Applications</li> <li>- Book clubs/ literature circles <ul style="list-style-type: none"> <li>- <i>Counting by 7s</i> by Holly Goldberg Sloan</li> <li>- <i>Out of My Mind</i> by Sharon M. Draper</li> <li>- <i>Rules</i> by Cynthia Lord</li> <li>- <i>Scrawl</i> by Mark Shulman</li> <li>- <i>Stargirl</i> by Jerry Spinelli</li> <li>- <i>Wonder</i> by R.J. Palacio</li> </ul> </li> </ul>					

<b>Formative Assessments</b>	<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"> <li>- Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting</li> </ul>
<b>Summative Assessments</b>	<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"> <li>- Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks,</li> </ul>
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <ul style="list-style-type: none"> <li>- 1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL &amp; special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel</li> </ul>
<b>Acceleration Strategies</b>	<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"> <li>● Use the following selection-aligned resources to support your Pre-AP/Honors program.</li> <li>● Preview and select High-DOK post-reading questions and activities. (TE pages 72–73)</li> <li>● Dig deeper into the topic with an “Extend” activity for the post-reading Research project (SE page 72)</li> <li>● Build toward an alternative end-of-unit task with Media Projects: “Create a Vlog.” (available online)</li> <li>● Challenge students with HMH Leveled Text by selecting additional, unit-aligned readings at stretch Lexile levels (available online)</li> <li>● Connect the conversation to today with HMH Current Events connections. (available online)</li> </ul>



# IAA Curriculum

<b>Content Area</b>	English Language Arts	<b>Grade</b>	6
<b>Course Name</b>	Reading 6		

<b>Unit / Concept</b>	<b>Unit 3: Persuasive/ Argumentative (3 weeks)</b>					
<b>Big Ideas</b>	<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"> <li>- It is important for readers to understand the structure of an argument so that we can develop respect for different perspectives, evaluate arguments based on logic and bias, and clearly persuade other people of our own opinions.</li> <li>- (Through an animal's eyes, developing empathy, understanding different perspectives, expressing opinions, animal and human relationships, recognizing bias, communication, survival, nature, animal rights, pets, exotic animals, self expression, pros and cons of social media.)</li> </ul>					
<b>Essential Question</b>	<p>Statements summarizing important ideas and core processes that are central to the unit or concept and have lasting value beyond the classroom.</p> <ul style="list-style-type: none"> <li>- Why is it important for us, as critical readers, to understand the structure of an argument?</li> </ul>					
<b>Key Learning Objectives &amp; Skills</b>	<p>The main ideas or skills students are expected to master</p> <ul style="list-style-type: none"> <li>- Analyze Text Structure</li> <li>- Determine Key Ideas</li> <li>- Identify Claims in Arguments</li> <li>- Analyze Evidence</li> <li>- Compare Arguments</li> <li>- Understand author's bias</li> <li>- Understand key ideas</li> <li>- Analyze Text Features</li> <li>- Examining Claims</li> </ul>					
<b>Dates</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
<b>November/ December</b>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>- Activate prior knowledge by responding to essential question</li> <li>- Use resources to complete frayer vocabulary graphic organizer</li> <li>- Define and explain claims, evidence, arguments, fact, and opinion.</li> </ul>	<p><b>Wild Animals Aren't Pets</b></p> <ul style="list-style-type: none"> <li>- Frayer vocabulary</li> <li>- Read alouds</li> <li>- Jigsaw reading</li> <li>- Signposts</li> <li>- Think-pair-share</li> <li>- Sticky note peer review</li> <li>- Check for understanding</li> <li>- Analyze the text</li> <li>- Research facts about animals</li> <li>- Compare and Contrast</li> </ul>	<p>CC.1.5.6.D            CC.1.2.6.H            CC.1.4.6.I            CC.1.4.6.K.4            CC.1.5.6.E            CC.1.2.6.C            CC.1.4.6.K.3            CC.1.4.6.H            CC.1.3.6.J            CC.1.2.6.J            CC.1.2.6.A</p>	<p>E06.B-C.2.1            E06.B-K.1.1            E06.B-C.3.1</p>	<p>E06.B-C.2.1.2            E06.B-K.1.1.3            E06.B-C.3.1.1            E06.B-K.1.1.2</p>	<p>Unit Academic vocabulary: Benefit, distinct, environment, illustrate, respond</p> <p>Content words: argument, claim, reasons, facts, opinions,</p>



	<ul style="list-style-type: none"> <li>- Dissect an author's argument</li> <li>- Demonstrate comprehension by summarizing a text.</li> <li>- Compare and present by staging a debate in a formal register.</li> <li>- Learn to spell commonly misspelled words.</li> </ul>	<ul style="list-style-type: none"> <li>- Summarizing a paragraph</li> <li>- Identifying facts and opinions</li> <li>- Identifying claims in arguments</li> </ul>	<p>CC.1.2.6.E CC.1.4.6.X</p>			<p>evidence (statistics, facts, quotations, examples)</p> <p>Word study: commonly confused words - advice/advise, lie/lay, passed/past, than/then, to/two/too, their/there/they're</p> <p>Critical vocabulary: exotic, dictate, exempt, regulate</p> <p>Cultural references: laid bare, springing, ban kids</p>
	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>- Define and explain claims, evidence, arguments, fact, and opinion.</li> <li>- Understand how authors support a claim.</li> <li>- Compare and present by staging a debate in a formal register.</li> <li>- Explain and use word origin to help with vocabulary meaning.</li> <li>- Learn to spell commonly misspelled words.</li> <li>- Demonstrate comprehension by summarizing a text.</li> </ul>	<p><b>Let People Own Exotic Pets</b> Vocabulary:</p> <ul style="list-style-type: none"> <li>- critical vocabulary</li> <li>- word study</li> <li>- content words</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>- Read alouds</li> <li>- Jigsaw reading</li> <li>- Signposts</li> <li>- Think-pair-share</li> <li>- Check for understanding</li> <li>- Analyze the text</li> <li>- Research facts about animals</li> <li>- Compare and Contrast</li> <li>- Debate</li> </ul>	<p>CC.1.5.6.D CC.1.2.6.H CC.1.5.6.C CC.1.5.6.E CC.1.2.6.D CC.1.2.6.C CC.1.5.6.B CC.1.3.6.D CC.1.4.6.H CC.1.2.6.E</p>	<p>E06.B-C.2.1 E06.B-K.1.1 E06.B-C.3.1</p>	<p>E06.B-C.2.1.2 E06.B-K.1.1.3 E06.B-C.2.1.1 E06.B-C.3.1.1</p>	<p>Critical vocabulary: Understand grade level reading vocabulary (exotic, dictate, exempt, &amp; regulate).</p>
	<p><b>Better than Words, Say it with a Selfie &amp; OMG! Not Another Selfie</b></p>	<ul style="list-style-type: none"> <li>- Pinwheel discussion</li> <li>- Discuss and analyze</li> </ul>	<p>CC.1.2.6.H CC.1.4.6.I</p>	<p>E06.D.1.2 E06.B-C.3.1</p>	<p>E06.D.1.2.2 E06.B-C.3.1.1</p>	<p>Content words: rhetorical</p>

	<p><b>(8 days)</b> Word Work</p> <ul style="list-style-type: none"> <li>- Determine the meaning of unfamiliar words using context clues.</li> <li>- Distinguish between commonly confused words: effect/affect, there/their/they're, to/two/too, it's/its</li> <li>- Cultural references: social media platform, self-portrait, OMG, craze</li> <li>- Content words: rhetorical devices, parallelism, hyperbole, repetition, personal attack, overgeneralization/ sweeping generalization, stereotyping</li> <li>- Critical vocabulary: saturated, indulge, narcissist, intimacy, passion, eternity, celebrity</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>- Analyze the structure of an argument and the use of rhetorical devices.</li> <li>- Identify the intended audience of an argument.</li> <li>- Discuss the "perfect selfie."</li> <li>- Discuss arguments with a partner using the term audience.</li> <li>- Conduct research about photographic self-portraits.</li> <li>- Write an argument about cell phone usage.</li> </ul>	<p>rhetorical devices</p> <ul style="list-style-type: none"> <li>- Read alouds</li> <li>- Jigsaw reading</li> <li>- Signposts</li> <li>- Think-pair-share</li> <li>- Check for understanding</li> <li>- Analyze the text</li> <li>- Compare and Contrast</li> <li>- Debate</li> </ul>	<p>CC.1.4.6.I CC.1.4.6.K.3 CC.1.5.6.B CC.1.4.6.H CC.1.3.6.J CC.1.4.6.J CC.1.2.6.J CC.1.4.6.X</p>			<p>devices, parallelism, hyperbole, repetition, personal attack, overgeneralization/ sweeping generalization, stereotyping</p> <p>Distinguish between commonly confused words: effect/affect, there/their/they're, to/two/too, it's/its</p> <p>Critical vocabulary: saturated, indulge, narcissist, intimacy, passion, eternity, celebrity, appropriate, authority, consequence, element, justify</p>
<p><b>Resources</b></p>	<p>Materials, texts, videos, internet sites, software, human to support instruction</p> <ul style="list-style-type: none"> <li>- <a href="#">Ed: My Friend in Learning (HMH)</a>, Schoology, Google Applications</li> </ul>					
<p><b>Formative Assessments</b></p>	<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"> <li>- Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing</li> </ul>					

	tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting
<b>Summative Assessments</b>	<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"> <li>- Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks: write a persuasive letter</li> <li>- Selection test, Vocabulary check, Write/ present an argument</li> </ul>
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <ul style="list-style-type: none"> <li>- 1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL &amp; special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel</li> </ul>
<b>Acceleration Strategies</b>	<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"> <li>● Preview and select <b>High-DOK post-reading questions and activities.</b></li> <li>● Dig deeper into the topic with a “<b>Connect</b>” activity for the post-reading <b>Research</b> project</li> <li>● Build toward an alternative end-of-unit task</li> <li>● Challenge students with <b>HMH Leveled Text</b> by selecting additional, unit-aligned readings at <b>stretch Lexile levels</b> (<a href="#">available online</a>)</li> <li>● Connect the conversation to today with <b>HMH Current Events connections.</b> (<a href="#">available online</a>)</li> </ul>

# IAA Curriculum

<b>Content Area</b>	English Language Arts	<b>Grade</b>	6
<b>Course Name</b>	Reading 6		

<b>Unit / Concept</b>	<b>Unit 4: Poetry (4 weeks)</b>
<b>Big Ideas</b>	<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"> <li>- By reading poetry, we can discover the power of words, how word choice impacts meaning, and the value in sharing our voices.</li> <li>- (Discovering your voice, how people make their voices heard, advocating, finding a purpose, how to find courage in the face of fear)</li> </ul>
<b>Essential Question(s)</b>	<p>Statements summarizing important ideas and core processes that are central to the unit or concept and have lasting value beyond the classroom.</p> <ul style="list-style-type: none"> <li>- What can we discover about the world by reading poetry?</li> </ul>
<b>Key Learning Objectives &amp; Skills</b>	<p>The main ideas or skills students are expected to master</p> <ul style="list-style-type: none"> <li>- Analyze figurative language in poetry</li> <li>- Make inferences based on tone and speaker</li> <li>- Research the relevant historical context</li> <li>- Draw inferences from speaker and tone</li> <li>- Discuss and analyze figurative language</li> <li>- Make inferences and use evidence to describe speakers</li> <li>- Discuss with a partner the features of the text using the key term figurative language</li> <li>- Discuss poetic devices</li> <li>- Analyze two poems in order to examine how people make their voices heard</li> <li>- Use an understanding of structure to read and comprehend lyric poetry</li> <li>- Analyze word choices to identify a poem's speaker</li> <li>- Expand knowledge of literary genres and poetic forms</li> <li>- Analyze word choices to identify the tone and mood of a poem</li> <li>- Discuss the features of a poem using the term speaker</li> </ul>

Dates (estimates only)	Smart Objective	Instructional Strategies and Activities	PA Standards (CC)	PSSA Anchors (E)	Keystone / PSSA Eligible Content	Vocabulary
January	<b>Forms of Poetry</b> <ul style="list-style-type: none"> <li>- Recognize the various forms of poetry (ballads, free verse, lyric, ode, epic, sonnet)</li> <li>- Understand poetic elements (figurative language, tone, mood, speakers, refrain, repetition, rhyme, prose, stanzas, meter, alliteration, etc.)</li> </ul>	<b>Forms of Poetry</b> <ul style="list-style-type: none"> <li>- Guided notes</li> <li>- Modeling</li> <li>- Examples</li> <li>- I do, we do, you do</li> <li>- Review</li> </ul>	CC.1.3.6.E CC.1.3.6.F CC.1.3.6.K CC.1.3.6.A CC.1.3.6.B CC.1.3.6.H CC.1.2.6.L	E06.A-C.2.1 E06.A-C.3.1 E06.A-K.1.1 E06.A-V.4.1 E06.B-V.4.1	E06.A-K.1.1.2 E06.A-C.2.1.3 E06.A-V.4.1.2c E06.B-V.4.1.2c E06.A-C.2.1.2 E06.A-C.3.1.1 E06.A-K.1.1.1	Figurative Language <ul style="list-style-type: none"> <li>- Simile</li> <li>- Metaphor</li> <li>- Personification</li> <li>- Inference</li> <li>- Tone</li> <li>- Mood</li> <li>- Speaker</li> <li>- Lyric poetry</li> </ul>
	<b>“Life Doesn’t Frighten Me” by Maya Angelou (HMH unit 1)</b> <ul style="list-style-type: none"> <li>- Analyze Figurative Language</li> <li>- Make Inferences</li> <li>- Make Connections to Speaker</li> <li>- Understand grade level reading vocabulary (counterpane)</li> </ul>	<b>“Life Doesn’t Frighten Me” by Maya Angelou (HMH unit 1)</b> <ul style="list-style-type: none"> <li>- Guided notes</li> <li>- Three minute review</li> <li>- Send a problem</li> <li>- Class discussions</li> <li>- Modeling</li> <li>- Scaffolding</li> </ul>	CC.1.3.6.E CC.1.3.6.F CC.1.3.6.K CC.1.3.6.A CC.1.3.6.B CC.1.3.6.H CC.1.2.6.L	E06.A-C.2.1 E06.A-C.3.1 E06.A-K.1.1 E06.A-V.4.1 E06.B-V.4.1	E06.A-K.1.1.2 E06.A-C.2.1.3 E06.A-V.4.1.2c E06.B-V.4.1.2c E06.A-C.2.1.2 E06.A-C.3.1.1 E06.A-K.1.1.1	<ul style="list-style-type: none"> <li>- Refrain</li> <li>- Repetition</li> <li>- Rhyme</li> <li>- Prose</li> <li>- Stanzas</li> <li>- Meter</li> <li>- Alliteration</li> <li>- Forms of poetry (ballad, free verse, lyrics, ode, epic, sonnet)</li> </ul>
	<b>A Voice &amp; Words Like Freedom (HMH unit 4) ( 5 days)</b> <ul style="list-style-type: none"> <li>- Analyze Figurative Language</li> <li>- Make Inferences</li> <li>- Make Connections to Speakers</li> <li>- Understand grade level reading vocabulary (unrelenting, spunky, pinpricks, generation)</li> <li>- Understand grade level reading vocabulary (liberty)</li> </ul>	<b>A Voice &amp; Words Like Freedom (HMH unit 4)</b> <ul style="list-style-type: none"> <li>- Poetry Jigsaw</li> <li>- Think-pair-share</li> <li>- Guided notes</li> <li>- Class discussions</li> <li>- Analyze two poems</li> <li>- Compare and contrast</li> <li>- Signposts</li> <li>- Modeling</li> <li>- Scaffolding</li> <li>- I do, we do, you do</li> </ul>	CC.1.3.6.F CC.1.3.6.K CC.1.2.6.L CC.1.3.6.F CC.1.3.6.A CC.1.3.6.B CC.1.3.6.H	E06.A-K.1.1 E06.A-V.4.1 E06.A-C.2.1 E06.A-C.3.1 E06.E.1.1	E06.B-V.4.1.2a E06.A-V.4.1.2a E06.A-C.2.1.3 E06.A-K.1.1.1 E06.A-K.1.1.2 E06.E.1.1.2 E06.A-K.1.1.2 E06.A-C.2.1.3 E06.A-V.4.1.2c E06.B-V.4.1.2c E06.A-C.2.1.2 E06.A-C.3.1.1	
	<b>I Was a Skinny Tomboy Kid (HMH unit 4) (3 days)</b> <ul style="list-style-type: none"> <li>- Analyze Figurative Language</li> <li>- Make Inferences</li> </ul>	<b>I Was a Skinny Tomboy Kid (HMH unit 4)</b> <ul style="list-style-type: none"> <li>- Think-pair-share</li> <li>- Guided notes</li> <li>- Class discussions</li> </ul>	CC.1.3.6.K CC.1.2.6.L CC.1.3.6.E CC.1.3.6.F CC.1.3.6.A	E06.A-C.2.1 E06.A-K.1.1 E06.A-V.4.1 E06.B-V.4.1	E06.A-V.4.1.1a E06.A-K.1.1.2 E06.A-C.2.1.3 E06.A-K.1.1.3 E06.B-V.4.1.1a	

	<ul style="list-style-type: none"> <li>- Make Connections to Speakers</li> <li>- Understand grade level reading vocabulary (tomboy, bumming)</li> </ul>	<ul style="list-style-type: none"> <li>- Signposts</li> <li>- Modeling</li> <li>- Scaffolding</li> <li>- I do, we do, you do</li> </ul>	CC.1.3.6.C CC.1.3.6.B		E06.A-C.2.1.2 E06.A-K.1.1.1	
	<b>Words are Birds (HMH unit 4) (2 days)</b> <ul style="list-style-type: none"> <li>- Analyze Figurative Language</li> <li>- Make Inferences</li> <li>- Make Connections to Speakers</li> <li>- Understand grade level reading vocabulary (quetzal)</li> </ul>	<b>Words are Birds (HMH unit 4)</b> <ul style="list-style-type: none"> <li>- Three minute review</li> <li>- Send a problem</li> <li>- Signposts</li> <li>- Guided notes</li> <li>- Modeling</li> <li>- Scaffolding</li> </ul>	CC.1.3.6.K CC.1.2.6.L CC.1.3.6.E CC.1.3.6.F CC.1.3.6.A CC.1.3.6.B	E06.A-K.1.1 E06.A-C.2.1	E06.A-K.1.1.2 E06.A-C.2.1.3 E06.A-C.2.1.2 E06.A-K.1.1.1	
<b>Resources</b>	Materials, texts, videos, internet sites, software, human to support instruction <ul style="list-style-type: none"> <li>- <a href="#">Ed: My Friend in Learning (HMH)</a>, Schoology, Google Applications</li> </ul>					
<b>Formative Assessments</b>	What evidence (product and/or performance) will be collected to establish that content and skills are being learned? <ul style="list-style-type: none"> <li>- Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting</li> </ul>					
<b>Summative Assessments</b>	What evidence (produce and/or performance) will be collected to determine that content and skills have been learned? <ul style="list-style-type: none"> <li>- Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, compare and contrast essay, creative project</li> </ul>					
<b>Strategies for ELL and IEP Support</b>	What tools, strategies, and resources will be used to provide accommodations and modifications to support students? <ul style="list-style-type: none"> <li>- 1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL &amp; special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel</li> </ul>					
<b>Acceleration Strategies</b>	What tools, strategies, and resources will be used to help advance students closer to grade-level expectations <ul style="list-style-type: none"> <li>- Preview and select <b>High-DOK post-reading questions and activities.</b></li> <li>- Dig deeper into the topic with a “<b>Connect</b>” activity for the post-reading Research project</li> <li>- Build toward an alternative end-of-unit task</li> <li>- Challenge students with <b>HMH Leveled Text</b> by selecting additional, unit-aligned readings at <b>stretch Lexile levels</b> (<a href="#">available online</a>)</li> <li>- Connect the conversation to today with <b>HMH Current Events connections.</b> (<a href="#">available online</a>)</li> </ul>					

# IAA Curriculum

<b>Content Area</b>	English Language Arts	<b>Grade</b>	6
<b>Course Name</b>	Reading 6		

<b>Unit</b>	<b>Unit 5: Historical Fiction Narratives (4 weeks)</b>					
<b>Big Ideas &amp; Concepts</b>	<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"> <li>- By reading historical narratives, we can learn new strategies to help us face our fear(s), overcome obstacles, and survive challenges.</li> <li>- (Courage, fear, how the setting impacts a story, characteristics of a survivor, discuss tough questions, survival, overcoming obstacles, survival skills, making inferences based on real life , fortitude, endurance)</li> </ul>					
<b>Essential Question</b>	<p>Statements summarizing important ideas and core processes that are central to the unit or concept and have lasting value beyond the classroom.</p> <ul style="list-style-type: none"> <li>- What can we learn about how to be a survivor by reading historical narratives?</li> </ul>					
<b>Competencies</b>	<p>The main ideas or skills students are expected to master</p> <ul style="list-style-type: none"> <li>- Analyze character</li> <li>- Analyze setting</li> <li>- Create research questions to build background knowledge</li> <li>- Research about historical events</li> <li>- Monitor comprehension</li> <li>- Contribute unique ideas to group discussions</li> <li>- Use academic vocabulary in discussions</li> <li>- Adapt speech to a variety of contexts</li> </ul>					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA Standards (CC)</b>	<b>PSSA Anchors (E)</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
<b>February</b>	<b>Unit Introduction (1 day)</b>	<ul style="list-style-type: none"> <li>- introduce essential question</li> <li>- KWL / connect to prior knowledge</li> <li>- academic vocabulary word study</li> </ul>				Academic vocabulary: circumstance, constraint, impact, injure, significant
	<b>The Breadwinner (U1) (5 days)</b>	<ul style="list-style-type: none"> <li>- Analyze how the character develops plot.</li> <li>- Analyze setting and</li> </ul>	<ul style="list-style-type: none"> <li>- Pinwheel discussion</li> <li>- Three-minute review</li> <li>- Discussion elements of fiction</li> </ul>	CC.1.5.6.D CC.1.5.6.F CC.1.4.6.V	E06.D.2.1 E06.A-K.1.1	E06.D.2.1.2 E06.A-K.1.1.3 E06.A-K.1.1.3



	<ul style="list-style-type: none"> <li>- character.</li> <li>- Discuss the text using the key term plot.</li> <li>- Conduct research about humanitarian aid organizations.</li> <li>- Write a letter to a humanitarian aid organization.</li> <li>- Give a multimodal presentation to accompany research.</li> <li>- Determine the parts of speech of words, and use the part of speech and context to help figure out a word's meaning.</li> </ul>	<ul style="list-style-type: none"> <li>- Signposts</li> <li>- Notice and notes</li> <li>- Check your understanding</li> <li>- Analyze the text</li> </ul>	<p>CC.1.5.6.E  CC.1.4.6.E.4  CC.1.3.6.C  CC.1.3.6.J  CC.1.2.6.J  CC.1.4.6.X</p>			<p>Taliban, give in, sulk, hesitated</p> <p>Critical vocabulary: solution, responsibility, stammer, fume</p>
	<p><b>A Long Walk to Water (U3) (7 days)</b></p> <ul style="list-style-type: none"> <li>- Monitor comprehension of text and make adjustments.</li> <li>- Analyze the characters and setting of a novel excerpt.</li> <li>- Research the organization Water for South Sudan.</li> <li>- Write an informative essay about setting and character.</li> <li>- Discuss in a group character traits of a survivor.</li> <li>- Discuss with a partner challenges faced by Salva using the term setting.</li> <li>- Use both print and digital vocabulary resources.</li> </ul>	<ul style="list-style-type: none"> <li>- Numbered heads together</li> <li>- Send a problem</li> <li>- Practice monitoring for comprehension strategies</li> <li>- Whole group reading</li> <li>- Small group reading</li> <li>- Notice and notes</li> <li>- Signposts</li> <li>- Check your understanding</li> <li>- Analyze the text</li> <li>- Small group discussion</li> </ul>	<p>CC.1.4.6.D  CC.1.4.6.C  CC.1.4.6.K.1  CC.1.4.6.B  CC.1.4.6.E.1  CC.1.3.6.C  CC.1.4.6.E.3  CC.1.3.6.J  CC.1.2.6.J  CC.1.4.6.X  CC.1.4.6.W</p>	<p>E06.E.1.1  E06.A-K.1.1</p>	<p>E06.E.1.1.1  E06.E.1.1.2  E06.A-K.1.1.3  E06.E.1.1.4  E06.E.1.1.3</p>	<p>Cultural references: the school village, too dark to see the path, rebel camp</p> <p>Critical vocabulary: veer, hesitate, collapse, scurry, shoulder</p>
	<p><b>from The 9th Ward (U3) (5 days)</b></p> <ul style="list-style-type: none"> <li>- Analyze historical and cultural settings of the text.</li> <li>- Analyze the author's use of language to develop mood</li> </ul>	<ul style="list-style-type: none"> <li>- Two heads together</li> <li>- Think-pair share</li> <li>- Model differentiating between important and less important</li> </ul>	<p>CC.1.5.6.F  CC.1.4.6.V  CC.1.3.6.A  CC.1.3.6.C</p>	<p>E06.A-K.1.1  E06.D.1.2  E06.D.1.1</p>	<p>E06.A-K.1.1.2  E06.D.1.2.2  E06.A-K.1.1.3  E06.D.1.1.4</p>	<p>Cultural references: Scoot, big bird wings, copter</p>

	<p>and theme.</p> <ul style="list-style-type: none"> <li>- Conduct research about the history of the Ninth Ward in New Orleans before and after Hurricane Katrina.</li> <li>- Write posts based on events during Hurricane Katrina.</li> <li>- Determine the meaning of unfamiliar words using context clues.</li> <li>- Create and present a poster about fortitude.</li> <li>- Use pronouns correctly.</li> <li>- Discuss and identify pronouns in a text.</li> </ul> <p><b>Wrap Up (3 days)</b></p> <ul style="list-style-type: none"> <li>- Independent reading</li> <li>- Selection test</li> <li>- Vocabulary check</li> <li>- Write/ present a nonfiction narrative</li> </ul>	<p>details</p> <ul style="list-style-type: none"> <li>- Analyzing mood</li> <li>- Small group reading</li> <li>- Notice and notes</li> <li>- Signposts</li> <li>- Check your understanding</li> <li>- Analyze the text</li> <li>- Small group discussion</li> </ul>	<p>CC.1.4.6.E.3 CC.1.3.6.J CC.1.2.6.J CC.1.4.6.X CC.1.4.6.W</p>			<p>man, touched them with a hot iron</p> <p>Critical vocabulary: fortitude, endure, horizon, angular, focus</p>
<b>Resources</b>	<p>Materials, texts, videos, internet sites, software, human to support instruction</p> <ul style="list-style-type: none"> <li>- <a href="#">Ed: My Friend in Learning (HMH)</a>, Schoology, Google Applications</li> </ul>					
<b>Formative Assessments</b>	<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"> <li>- Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting</li> </ul>					
<b>Summative Assessments</b>	<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"> <li>- Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing/ presentation tasks,</li> </ul>					
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <ul style="list-style-type: none"> <li>- 1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL &amp; special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel</li> </ul>					
<b>Acceleration Strategies</b>	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations</p>					

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|  | <ul style="list-style-type: none"><li>● Preview and select High-DOK post-reading questions and activities.</li><li>● Dig deeper into the topic with a “Connect” activity for the post-reading Research project</li><li>● Build toward an alternative end-of-unit task</li><li>● Challenge students with HMH Leveled Text by selecting additional, unit-aligned readings at stretch Lexile levels (<a href="#">available online</a>)</li><li>● Connect the conversation to today with HMH Current Events connections. (<a href="#">available online</a>)</li></ul> |
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# IAA Curriculum

<b>Content Area</b>	English Language Arts	<b>Grade</b>	6
<b>Course Name</b>	Reading 6		

<b>Unit/Concepts</b>	<b>Unit 6: Fantasy</b>					
<b>Big Ideas</b>	<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"> <li>- Hidden truths about people and the world are revealed through archetypes, actions, patterns, and themes.</li> <li>- (Human nature, hidden truths about people, hidden truths about the world, fantasy, imagination)</li> </ul>					
<b>Essential Question(s)</b>	<p>Statements summarizing important ideas and core processes that are central to the unit or concept and have lasting value beyond the classroom.</p> <ul style="list-style-type: none"> <li>- What hidden truths about people and the world are revealed in stories?</li> </ul>					
<b>Key Learning Objectives and Skills</b>	<p>The main ideas or skills students are expected to master</p> <ul style="list-style-type: none"> <li>- Read, enjoy, and discuss the literature</li> <li>- Understand the concept of human nature and truth as it relates to the fantasy genre</li> <li>- Use language effectively to make meanings, challenge thinking, and expand their literary envisionments as</li> <li>- They discuss concepts, issues, opinions, and ideas related to the literature</li> <li>- Increase their literary understandings and appreciation during collaborative discussions</li> <li>- Use informal writing to respond to their reading as a way to prepare for literature discussions</li> <li>- Complete each of the literature discussion roles and record the appropriate information for each</li> <li>- Analyze plot, structure, point of view, themes, and characters</li> <li>- Identify the theme or message of a story</li> <li>- Analyze how the structure of a text supports the writer's purpose</li> <li>- Provide a summary of the text distinct from personal opinions</li> <li>- Use relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrate an understanding of the text(s)</li> <li>- Analyze the impact of a specific word choice on meaning and tone</li> <li>- Use precise language and domain specific vocabulary</li> <li>- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</li> <li>- Use sentence starters to participate in a discussion</li> </ul>					
<b>Dates (estimates only)</b>	<b>Smart Objectives (What do students have to do related to the content?)</b>	<b>Instructional Strategies and Activities (Used to develop the skills and knowledge)</b>	<b>PA Standards (CC)</b>	<b>PSSA Anchors (E)</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary (What is the essential vocabulary of the unit or concept?)</b>
<i>March</i>	<p><b>Unit Introduction / <i>The Mouse Bride by Heather Forest</i></b></p> <ul style="list-style-type: none"> <li>- Recognize the elements of fantasy, folktales, and</li> </ul>	<p><b>Unit Introduction / <i>The Mouse Bride by Heather Forest</i></b></p> <ul style="list-style-type: none"> <li>- Direct instruction</li> </ul>	<p>CC.1.3.6.E CC.1.3.6.K CC.1.3.6.A CC.1.3.6.C</p>	<p>E06.A-K.1.1 E06.A-C.2.1 E06.E.1.1</p>	<p>E06.A-K.1.1.2 E06.A-K.1.1.3 E06.A-C.2.1.2 E06.E.1.1.2</p>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Emphasize</li> <li>- Occur</li> <li>- Period</li> </ul>

	<ul style="list-style-type: none"> <li>- legends</li> <li>- Cite evidence to support an analysis of the textual elements of folktales</li> <li>- Conduct research about some of the common themes of folktales from around the world</li> <li>- Analyze the themes in a folktale.</li> <li>- Participate in a model literature circle</li> <li>- Discuss author's purposes, using the term purpose</li> </ul> <p><b>Book Clubs/ Lit Circles: <i>The Giver</i> by Lois Lowry, <i>Ella Enchanted</i> by Gail Carson Levine, <i>Miss Peregrine's Home for Peculiar Children</i> by Ransom Riggs, <i>City of Ember</i> by Jeanne DuPrau, <i>Tuck Everlasting</i> by Natalie Babbitt, <i>Bridge to Terabithia</i> by Katherine Paterson, <i>Coraline</i> by Neil Gaiman</b></p> <ul style="list-style-type: none"> <li>- Cite textual evidence; make inferences.</li> <li>- Determine a theme or central idea.</li> <li>- Describe story elements and structure.</li> <li>- Determine the meaning of words and phrases from their context.</li> <li>- Engage effectively in a range of collaborative discussions.</li> <li>- Verify preliminary determination of the meaning of a word; consult reference materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Think-pair-share</li> <li>- Guided practice</li> <li>- Modeling</li> <li>- Gradual release model (I do, we do, you do)</li> <li>- Scaffolding</li> <li>- Guided notes</li> <li>- Pinwheel discussion</li> <li>- Modeled discussion</li> <li>- Fishbowl discussion</li> <li>- Reflections</li> </ul> <p><b>Book Clubs/ Lit Circles: <i>The Giver</i> by Lois Lowry, <i>Ella Enchanted</i> by Gail Carson Levine, <i>Miss Peregrine's Home for Peculiar Children</i> by Ransom Riggs, <i>City of Ember</i> by Jeanne DuPrau, <i>Tuck Everlasting</i> by Natalie Babbitt, <i>Bridge to Terabithia</i> by Katherine Paterson, <i>Coraline</i> by Neil Gaiman</b></p> <ul style="list-style-type: none"> <li>- Literature circle</li> <li>- Stations</li> <li>- Direct instruction</li> <li>- Guided practice</li> <li>- Think-pair-share</li> <li>- Pinwheel discussion</li> <li>- Modeled discussion</li> <li>- Fishbowl discussion</li> <li>- Reflections</li> </ul>	<p>CC.1.2.6.L  CC.1.5.6.D  CC.1.4.6.C  CC.1.4.6.K.1  CC.1.4.6.E.1  CC.1.5.6.E  CC.1.5.6.B  CC.1.4.6.E.3  CC.1.3.6.J  CC.1.2.6.J  CC.1.4.6.X</p>		<p>E06.E.1.1.4</p>	<ul style="list-style-type: none"> <li>- Relevant</li> <li>- Tradition</li> </ul> <p><b>Other Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Short story</li> <li>- Folktale</li> <li>- Legend</li> <li>- Urban legend</li> <li>- Fantasy</li> <li>- Fiction</li> <li>- Novel</li> <li>- Characters</li> <li>- Character traits</li> <li>- Characterization</li> <li>- Plot</li> <li>- Point of view</li> <li>- Theme</li> <li>- Plot arc</li> <li>- Exposition</li> <li>- Conflict</li> <li>- Character motivation</li> <li>- Character development</li> <li>- Inferences</li> <li>- Setting</li> <li>- Mood</li> <li>- Tone</li> <li>- Word choice</li> <li>- Language</li> <li>- Rising action</li> <li>- Climax</li> <li>- Falling action</li> <li>- Resolution</li> <li>- Summary</li> <li>- Context clues</li> </ul>
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<b>Resources</b>	Materials, texts, videos, internet sites, software, human to support instruction <i>Ed: My Friend in Learning</i> (HMH), Schoology, Google Applications, <i>The Giver</i> by Lois Lowry, <i>Ella Enchanted</i> by Gail Carson Levine, <i>Miss Peregrine's Home for Peculiar Children</i> by Ransom Rigg, <i>City of Ember</i> by Jeanne DuPrau, <i>Tuck Everlasting</i> by Natalie Babbitt, <i>Bridge to Terabithia</i> by Katherine Paterson, <i>Coraline</i> by Neil Gaiman
<b>Formative Assessments</b>	What evidence (product and/or performance) will be collected to establish that content and skills are being learned? Literature Circles, stations, small group, teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting
<b>Summative Assessments</b>	What evidence (produce and/or performance) will be collected to determine that content and skills have been learned? - Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, creative project, book report
<b>Strategies for ELL and IEP Support</b>	What tools, strategies, and resources will be used to provide accommodations and modifications to support students? 1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel
<b>Acceleration Strategies</b>	What tools, strategies, and resources will be used to help advance students closer to grade-level expectations  <ul style="list-style-type: none"> <li>- Preview and select <b>High-DOK post-reading questions and activities.</b></li> <li>- Dig deeper into the topic with a <b>"Connect" activity for the post-reading Research</b> project</li> <li>- Build toward an alternative end-of-unit task</li> <li>- Challenge students with <b>HMH Leveled Text</b> by selecting additional, unit-aligned readings at <b>stretch Lexile levels</b> (<a href="#">available online</a>)</li> <li>- Connect the conversation to today with <b>HMH Current Events connections.</b> (<a href="#">available online</a>)</li> </ul>

# IAA Curriculum

<b>Content Area</b>	English Language Arts	<b>Grade</b>	6
<b>Course Name</b>	Reading 6		

<b>Unit</b>	<b>Unit 7: Biographies &amp; Memoirs (3 weeks)</b>					
<b>Concepts &amp; Big Ideas</b>	<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"> <li>- It is important for critical readers to read biographies and memoirs so that we can learn how to face challenging situations from other people's success and mistakes, and to share our own experiences so that others can learn from us.</li> <li>- (Survivors, value of learning from other people's experiences, sharing your experience, author's message, using exaggeration, how humor can help people cope with challenging situations, impact of decisions and choices , persistence, overcoming obstacles, importance of education, human rights, advocating)</li> </ul>					
<b>Essential Understandings</b>	<p>Statements summarizing important ideas and core processes that are central to the unit or concept and have lasting value beyond the classroom.</p> <ul style="list-style-type: none"> <li>- As critical readers, why is it important to hear other people's stories and to share our own?</li> </ul>					
<b>Competencies</b>	<p>The main ideas or skills students are expected to master</p> <ul style="list-style-type: none"> <li>- Analyze the author's word choice.</li> <li>- Use context clues to increase understanding of vocabulary.</li> <li>- Make inferences about the author's purpose and message.</li> <li>- Analyze the author's use of language. (irony, exaggeration, witty dialogue, double meaning)</li> <li>- Analyze how writers use commas.</li> <li>- Give and follow instructions for telling a joke.</li> <li>- Use resources to determine word meaning.</li> <li>- Discuss the selection using academic words (ei: prologue, imagery, author's purpose)</li> <li>- Analyze characteristics and features of different types of text.</li> <li>- Generate questions to guide reading.</li> <li>- Generate questions and key words to guide research.</li> <li>- Use Greek and Latin roots to understand vocabulary.</li> </ul>					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA Standards (CC)</b>	<b>PSSA Anchors (E)</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
<b>April</b>	<b>Introduce Unit (1 day)</b>	<ul style="list-style-type: none"> <li>- introduce essential question</li> <li>- KWL / connect to prior knowledge</li> <li>- academic vocabulary word study</li> </ul>				
	<b>Into the Lifeboat: (7 days)</b>	<ul style="list-style-type: none"> <li>- Think pair share</li> </ul>	CC.1.5.6.D	E06.B-V.4.1.	E06.B-V.4.1.1c	Cultural



	<ul style="list-style-type: none"> <li>- Create mental imagery through strong word choice and sensory description.</li> <li>- Use context clues to increase understanding of vocabulary.</li> <li>- Develop and modify a research plan.</li> <li>- Write using an informal register or voice</li> <li>- Create a multimedia presentation.</li> <li>- Analyze how writers use commas.</li> <li>- Language: Discuss imagery using vivid words.</li> </ul>	<ul style="list-style-type: none"> <li>- Three before me</li> <li>- Model: listening for details</li> <li>- Guided practice</li> <li>- Whole group</li> <li>- Small group</li> <li>- Notice and notes</li> <li>- Close read</li> <li>- Check your understanding</li> <li>- Analyze the text</li> <li>- Create a multimedia presentation</li> </ul>	<p>CC.1.5.6.F  CC.1.2.6.F  CC.1.2.6.B  CC.1.2.6.D  CC.1.3.6.D  CC.1.4.6.Q.2  CC.1.4.6.E.3  CC.1.3.6.J  CC.1.4.6.O  CC.1.2.6.J  CC.1.4.6.X</p>	<p>E06.B-C.2.1  E06.B-K.1.1</p>	<p>E06.B-C.2.1.1  E06.B-K.1.1.1  E06.B-C.2.1.3</p>	<p>references:  Shining example for backwards souls (sarcasm), terrible plight</p> <p>Critical vocabulary:  reluctance, illuminate, unrestrainedly, reassure, fascinate, agonizing</p>
	<p><b>What's so funny Mr. Skiezka?:(U4) (5 days)</b></p> <ul style="list-style-type: none"> <li>- Make inferences about the author's purpose and message.</li> <li>- Analyze the author's use of language. (irony, exaggeration, witty dialogue, double meaning)</li> <li>- Write an essay analyzing the author's purpose and message.</li> <li>- Give and follow instructions for telling a joke.</li> <li>- Use resources to determine word meaning.</li> <li>- Use pronouns correctly.</li> <li>- Language : Discuss the selection with a partner</li> </ul>	<ul style="list-style-type: none"> <li>- Think- pair share</li> <li>- Three before me</li> <li>- Model</li> <li>- Guided practice</li> <li>- Notes</li> <li>- Whole group reading</li> <li>- Small group reteaching</li> <li>- Notice and notes</li> <li>- Check your understanding</li> <li>- Analyze the text</li> </ul>	<p>CC.1.4.6.D  CC.1.4.6.C  CC.1.2.6.B  CC.1.4.6.B  CC.1.5.6.E  CC.1.2.6.D  CC.1.3.6.D  CC.1.3.6.J  CC.1.2.6.J  CC.1.4.6.X</p>	<p>E06.D.1.1  E06.E.1.1  E06.B-C.2.1  E06.B-K.1.1</p>	<p>E06.D.1.1.1  E06.E.1.1.1  E06.D.1.1.3  E06.E.1.1.2  E06.B-C.2.1.1  E06.B-K.1.1.1  E06.D.1.1.4</p>	<p>Cultural references:  Sister/nun, train wreck, punch line, his face finds a bell</p> <p>Critical vocabulary:  apology, history, terror, pause</p> <p>Roots: tech, apo-, ory, terr</p>

	using the term author's purpose.					
	<b>A School Girl's Diary: (U5) (7 days)</b> <ul style="list-style-type: none"> <li>- Analyze characteristics and features of informational text.</li> <li>- Generate questions to guide reading.</li> <li>- Generate questions and key words to guide research.</li> <li>- Discuss in a small group the importance of going to school.</li> <li>- Use Greek and Latin roots to understand vocabulary.</li> <li>- Understand correct capitalization of proper nouns.</li> <li>- Discuss with a partner the purpose of features of informational text using the key term prologue.</li> </ul>	<ul style="list-style-type: none"> <li>- Numbered heads together</li> <li>- Activating academic vocabulary</li> <li>- Generating questions to monitor comprehension</li> <li>- Model</li> <li>- Guided practice</li> <li>- Notes</li> <li>- Whole group reading</li> <li>- Small group reteaching</li> <li>- Notice and notes</li> <li>- Check your understanding</li> <li>- Analyze the text</li> </ul>	CC.1.4.6.V CC.1.2.6.B CC.1.4.6.K.4 CC.1.2.6.D CC.1.4.6.K.3 CC.1.3.6.D CC.1.3.6.J CC.1.2.6.J CC.1.2.6.A CC.1.4.6.X CC.1.4.6.W	E06.B-C.2.1 E06.B-K.1.1	E06.B-C.2.1.1 E06.B-K.1.1.1 E06.B-K.1.1.2	Cultural references: human rights, mosque, Pashtun  Critical vocabulary: debate, edict, defy, pseudonym, anonymous
	<b>Wrap Up Unit (3 days)</b> <ul style="list-style-type: none"> <li>- Independent reading</li> <li>- Selection test</li> <li>- Vocabulary check</li> <li>- Write a memoir or biography / or present a memoir in a podcast</li> </ul>					
<b>Resources</b>	Materials, texts, videos, internet sites, software, human to support instruction <ul style="list-style-type: none"> <li>- <a href="#">Ed: My Friend in Learning (HMH)</a>, Schoology, Google Applications</li> <li>- Alternative texts: From Into the Air (U5) / The Wright Brothers (U5)</li> </ul>					
<b>Formative Assessments</b>	What evidence (product and/or performance) will be collected to establish that content and skills are being learned? <ul style="list-style-type: none"> <li>- Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing</li> </ul>					

	tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting
<b>Summative Assessments</b>	<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"> <li>- Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing / presentation tasks</li> </ul>
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <ul style="list-style-type: none"> <li>- 1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL &amp; special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel</li> </ul>
<b>Acceleration Strategies</b>	<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"> <li>- Preview and select <b>High-DOK post-reading questions and activities</b>.</li> <li>- Dig deeper into the topic with a <b>“Connect” activity for the post-reading Research</b> project</li> <li>- Build toward an alternative end-of-unit task</li> <li>- Challenge students with <b>HMH Leveled Text</b> by selecting additional, unit-aligned readings at <b>stretch Lexile levels</b> (<a href="#">available online</a>)</li> <li>- Connect the conversation to today with <b>HMH Current Events connections</b>. (<a href="#">available online</a>)</li> </ul>

# IAA Curriculum

<b>Content Area</b>	English Language Arts	<b>Grade</b>	6
<b>Course Name</b>	Reading 6		

<b>Unit / concept</b>	<b>Unit 8: Drama (3 weeks)</b>					
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>- As an audience, we must use the structure of a story, visualizations, and inferences when interacting with a drama to understand the message.</li> <li>- Imagination, storytelling in different mediums, empathy, loyalty, trust, truths about human nature, understanding identity, character, good and evil</li> </ul>					
<b>Essential Question(s)</b>	<p>Statements summarizing important ideas and core processes that are central to the unit or concept and have lasting value beyond the classroom.</p> <ul style="list-style-type: none"> <li>- How do we, as an audience, interact with a drama?</li> </ul>					
<b>Key Learning Objectives and Skills</b>	<ul style="list-style-type: none"> <li>- Analyze how playwrights develop characters.</li> <li>- Create mental images to deepen understanding.</li> <li>- Research the life of a real-life character depicted in the play.</li> <li>- Write a character sketch</li> <li>- Perform a dramatic reading</li> <li>- Use a variety of resources to define vocabulary terms</li> <li>- Identify and use preposition and prepositional phrases</li> <li>- Discuss with a partner the features of the text using the key term characters</li> <li>- Compare and contrast written drama with performed (film) version</li> </ul>					
<b>Dates (estimates only)</b>	<b>Smart Objectives (What do students have to do related to the content?)</b>	<b>Instructional Strategies and Activities (Used to develop the skills and knowledge)</b>	<b>PA Standards (CC)</b>	<b>PSSA Anchors (E)</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary (What is the essential vocabulary of the unit or concept?)</b>
<b>May/ June</b>	<p><b>Unit Introduction: Drama</b></p> <ul style="list-style-type: none"> <li>- Recognize and understand the various features of drama</li> <li>- Recognize the historical background context surrounding the plays</li> <li>- Identify grade level vocabulary</li> <li>- Research the life of a real-life character(s) depicted in the play</li> </ul>	<p><b>Unit Introduction: Drama</b></p> <ul style="list-style-type: none"> <li>- Guided notes</li> <li>- Create a classroom poster defining features of drama</li> <li>- Class discussion</li> <li>- Modeling</li> <li>- Scaffolding</li> <li>- Gradual Release Model (I do, we do, you do)</li> </ul>				<ul style="list-style-type: none"> <li>- Drama</li> <li>- Script</li> <li>- Cast</li> <li>- Characters</li> <li>- Acts</li> <li>- Scenes</li> <li>- Dialogue</li> <li>- Stage Direction</li> <li>- Actor/Actress</li> <li>- Live audience</li> <li>- Film</li> <li>- Playwright</li> <li>- Lighting</li> </ul>

	<p><b>The Prince and the Pauper (U6)</b></p> <ul style="list-style-type: none"> <li>- Analyze how characters develop</li> <li>- Create mental images</li> <li>- Research the life of a real-life character depicted in the play</li> <li>- Write a character sketch</li> <li>- Perform a dramatic reading</li> <li>- Define vocabulary terms</li> <li>- Identify and use preposition and prepositional phrase</li> <li>- Analyze the features of the text</li> <li>- Compare and contrast written and filmed version</li> </ul>	<p><b>The Prince and the Pauper (U6)</b></p> <ul style="list-style-type: none"> <li>- Reader's theater</li> <li>- Dramatic reading/performing</li> <li>- Think-pair-share</li> <li>- Guided reading questions</li> <li>- Character sketch</li> <li>- Reciprocal teaching</li> <li>- Modeling</li> <li>- Scaffolding</li> <li>- Gradual release model (I do, we do, you do)</li> <li>- Compare and contrast written and film version</li> </ul>	<p>CC.1.5.6.C CC.1.4.6.C CC.1.4.6.K.1 CC.1.4.6.E.1 CC.1.5.6.E CC.1.3.6.G CC.1.3.6.K CC.1.3.6.B CC.1.3.6.J CC.1.2.6.J CC.1.2.6.L CC.1.4.6.X</p>	<p>E06.E.1.1 E06.A-K.1.1</p>	<p>E06.E.1.1.2 E06.E.1.1.4 E06.A-K.1.1.1</p>	<ul style="list-style-type: none"> <li>- Sound effects</li> <li>- Italics</li> <li>- Movement</li> <li>- Prepositional phrase</li> </ul>
	<p><b>Damon and Pythias (U5)</b></p> <ul style="list-style-type: none"> <li>- Analyze how characters develop</li> <li>- Create mental images</li> <li>- Write a character sketch</li> <li>- Perform a dramatic reading</li> <li>- Define vocabulary terms</li> <li>- Identify and use preposition and prepositional phrase</li> <li>- Analyze the features of the text</li> </ul>	<p><b>Damon and Pythias (U5)</b></p> <ul style="list-style-type: none"> <li>- Reader's theater</li> <li>- Dramatic reading/performing</li> <li>- Think-pair-share</li> <li>- Guided reading questions</li> <li>- Character sketch</li> <li>- Modeling</li> <li>- Scaffolding</li> <li>- Gradual release model (I do, we do, you do)</li> </ul>	<p>CC.1.3.6.A CC.1.3.6.C CC.1.3.6.B</p>	<p>E06.A-K.1.1</p>	<p>E06.A-K.1.1.2 E06.A-K.1.1.3 E06.A-K.1.1.1</p>	
<b>Resources</b>	<p><a href="#">Ed: My Friend in Learning (HMH)</a>, Schoology, Google Applications</p>					
<b>Formative Assessments</b>	<p>Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting</p>					
<b>Summative Assessments</b>	<p>Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks</p>					
<b>Strategies for ELL and IEP Support</b>	<p>1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL &amp; special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel</p>					
<b>Acceleration Strategies</b>	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations</p>					

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|  | <ul style="list-style-type: none"><li>- Preview and select <b>High-DOK post-reading questions and activities.</b></li><li>- Dig deeper into the topic with a “<b>Connect</b>” activity for the post-reading Research project</li><li>- Build toward an alternative end-of-unit task</li><li>- Challenge students with <b>HMH Leveled Text</b> by selecting additional, unit-aligned readings at <b>stretch Lexile levels</b> (<a href="#">available online</a>)</li><li>- Connect the conversation to today with <b>HMH Current Events connections.</b> (<a href="#">available online</a>)</li></ul> |
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