Berlin Brothersvalley School District
Berlin Brothersvalley Middle School
6th Grade ELA Curriculum Framework
Full Year Course

Big Idea(s) for 1st nine weeks	Concept(s) of 1st nine weeks	Competencies of 1st nine weeks	Essential Questions for 1st nine weeks
Personal narratives provide opportunities for writers to express ideas and emotions and demonstrate effective writing skills while connecting with others. Literary techniques and fictional analysis allow readers to demonstrate their understanding of a text.	Students will know… ● personal narrative mode and format ● brainstorming techniques for writing ● paragraph structure ● titles ● transitions ● dialogue ● introduction and conclusions ● verb tense ● subject verb agreement with prepositional phrase interrupters ● simple, compound, complex and compound/complex sentence structure ● fragments and run-ons ● techniques for correction sentences ● the elements of plot to include: introduction/exposition, inciting incident, rising action, climax, falling action, and resolution ● story elements to include: setting and characters	Students will be able to… ● demonstrate brainstorming techniques for personal narrative topics and details ● identify the components of paragraph structure ● create well-written introductions, paragraphs, and conclusions ● identify and demonstrate various tenses of verbs in writing ● correct and utilize proper subject verb agreement with prepositional phrase interrupters ● label, explain, and create a variety of sentence structures to include: simple, compound, complex and compound/complex ● identify and correct fragments and run-ons in writing ● identify, analyze, and justify the elements of plot to include introduction/exposition, inciting incident, rising action, climax, falling action, and resolution	How can a writer vary sentences to make writing interesting? What are the elements of plot? What makes evidence good evidence? How is evidence used to support an analysis? How can a writer check if correct verb tenses are being used?

	- conflict categories - types and usage of points of view - inferences - evidence - literary techniques to include: foreshadowing and flashback - connotation and denotation	- analyze story components to include setting, characters, and conflict - distinguish and discuss points of view - infer and justify meaning in text - locate and justify evidence to support a written task or reading of a text - examine and explain literary techniques to include foreshadowing and flashback - categorize vocabulary using connotation and denotation	
Unit/Chapter/Selection of Study Personal Narratives - brainstorming techniques - paragraph structure - titles and transitions - dialogue - introductions and conclusions - verb tense - subject verb agreement with prepositional phrase interrupters	**Approx # of weeks - % of time** 3 weeks	**PA Core Standards** CC.1.4.6.M Write narratives to develop real or imagined experiences or events. CC.1.4.6.N Engage and orient the reader by establishing a context and introducing a narrator and/or characters. CC.1.4.6.O 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	**Assessment Anchors & Eligible Content** E06.D.2.1.1 Vary sentence patterns for meaning, reader/listener interest, and style.* E06.D.2.1.2 Maintain consistency in style and tone.* E06.D.2.1.3 Choose words and phrases to convey ideas precisely.* E06.D.2.1.4 Choose punctuation for effect.* E06.D.2.1.5 Choose words and

			language to convey experiences and events. CC.1.4.6.P 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. CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing. • Vary sentence patterns for meaning, reader/listener interest, and style. • Use precise language. • Develop and maintain a consistent voice. CC.1.4.6.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.6.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of	phrases for effect.* E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E06.D.1.1.1 Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive). E06.D.1.1.2 Use intensive pronouns (e.g., myself, ourselves). E06.D.1.1.3 Recognize and correct inappropriate shifts in pronoun number and person.* E06.D.1.1.4 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* E06.D.1.1.5 Recognize and correct inappropriate shifts in verb tense.* E06.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* E06.D.1.1.7 Correctly use frequently

		discipline-specific tasks, purposes, and audiences.	confused words (e.g., to, too, two; there, their, they're).*
			E06.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.*
			E06.D.1.2.1 Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
			E06.D.1.2.2 Spell correctly
			E06.D.1.2.3 Use punctuation to separate items in a series.*
Unit/Chapter/Selection of Study	**Approx # of weeks - % of time**	**PA Core Standards**	**Assessment Anchors & Eligible Content**
Sentence Structure and Application ● simple, compound, complex and compound/complex ● conjunctions ● subordinate ● coordinate ● fragments ● run-ons	2.5 weeks	CC.1.4.6.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style.	E06.D.2.1.1 Vary sentence patterns for meaning, reader/listener interest, and style.* E06.D.2.1.2 Maintain consistency in style and tone.* E06.D.2.1.3 Choose words and phrases to convey ideas precisely.* E06.D.2.1.4 Choose punctuation for effect.*

			E06.D.2.1.5 Choose words and phrases for effect.* E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E06.E.1.1.5 Establish and maintain a formal style.
Unit/Chapter/Selection of Study Fictional Analysis and Plot Components ● plot ● introduction/exposition ● inciting incident ● rising action ● climax ● falling action ● resolution ● setting ● characters ● conflict ● point of view ● inferences ● evidence	**Approx # of weeks - % of time** 3 weeks	**PA Core Standards** CC.1.3.6.C Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution. CC.1.3.6.D Determine an author's purpose in a text and explain how it is conveyed in a text. CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. CC.1.3.6.G Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing	**Assessment Anchors & Eligible Content** E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution. E06.A-C.2.1.1 Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author. E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or

			an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching. CC.1.3.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important tocomprehension or expression. CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot. CC.1.3.6.C Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond orchange as the plot moves toward a resolution CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and	generalizations drawn from the text. E06.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). E06.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar

		plot.	denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty) E06.A-C.2.1.2 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. E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution. E06.A-C.2.1.2 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.
Unit/Chapter/Selection of Study Literary Techniques ● connotation/denotation ● foreshadowing ● flashback ● inferences	**Approx # of weeks - % of time** .5 week	**PA Core Standards** CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.	**Assessment Anchors & Eligible Content** E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

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Big Idea(s) for 2nd nine weeks	Concept(s) of 2nd nine weeks	Competencies of 2nd nine weeks	Essential Questions for 2nd nine weeks
Determining the theme of a text and understanding the characters and conflict found in a text help the reader identify the text's big idea and the motivations of the character. The information a reader gathers while reading is impacted by the point of view in which a story is told. Avoiding vague pronouns in writing provides understanding for the reader.	Students will know… ● theme words/topics ● theme connections to text ● theme statements ● character to include protagonist, antagonist, dynamic character, static character, round character, flat character and major/minor character ● conflict elements to include: internal, external, character vs. character, character vs. self, character vs. nature, and character vs. society ● point of view to include first person, second person, third person limited, third person omniscient, and narrator ● argumentative fictional analysis and writing ● the difference between paraphrasing vs. direct citation ● structure of prompts ● deconstruction of prompts	Students will be able to… ● analyze theme ● select, create, and explain a theme for a story ● analyze characters to include protagonist, antagonist, dynamic character, static character, round character, flat character, major/minor ● label characters' impact on a story ● identify and explain the elements of conflict to include internal, external, character vs. character, character vs. self, character vs. nature, and character vs. society ● distinguish and discuss points of view to include first person, second person, third person limited, third person omniscient, and narrator ● formulate and defend arguments based on evidence from the text ● create paraphrases ● demonstrate direct citation	What are the components of a TDA? How does a writer deconstruct a TDA prompt? What makes evidence good evidence? What motivates characters in stories? What are the types of conflict and how do they impact a story?

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	- three line summary - punctuation and pronoun usage to include commas, parentheses, dashes, nonrestrictive/parenthetical elements, use in a series - pronouns to include subjective, objective, possessive, intensive, and vague - pronoun shifts - pronoun antecedent agreement - figurative language - prompt deconstruction - well-supported evidence	- deconstruct prompts - demonstrate non-restrictive elements to include commas, parentheses, and dashes - identify and apply the different types of pronouns correctly to include subjective, objective, possessive, intensive, and vague pronouns - identify and correct pronoun shifts - formulate proper pronoun antecedent agreement - identify figurative language and explain its meaning	
Unit/Chapter/Selection of Study Theme Analysis - theme words/topics - matching theme to paragraph - writing theme statements	**Approx # of weeks - % of time** 1 week	**PA Core Standards** CC.1.3.6.A Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	**Assessment Anchors & Eligible Content** E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments E06.A-C.2.1.2 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.

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		CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.	

Unit/Chapter/Selection of Study	Approx # of weeks - % of time	PA Core Standards	Assessment Anchors & Eligible Content
Character Analysis ● protagonist ● antagonist ● dynamic character ● static character ● round character ● flat character ● major/minor	.5 week	CC.1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements. CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.6.B Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.	E06.A-C.3.1.1 Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical. novels, fantasy stories) in terms of their approaches to similar themes and topics.
Unit/Chapter/Selection of Study Conflict Elements ● internal ● external	**Approx # of weeks - % of time** .5 week	**PA Core Standards** CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and	**Assessment Anchors & Eligible Content** N/A

- character vs. character - character vs. self - character vs. nature - character vs. society		<mark>expressing their own clearly.</mark>	
Unit/Chapter/Selection of Study Point of View Analysis and Application to Fiction - first person - second person - third person limited - third person omniscient - narrator	**Approx # of weeks - % of time** .5 week	**PA Core Standards** <mark>CC.1.3.6.D Determine an author's purpose in a text and explain how it is conveyed in a text.</mark> <mark>CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</mark>	**Assessment Anchors & Eligible Content** E06.A-C.2.1.1 Determine an author's purpose in a text and craft and structure in literature. explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.
Unit/Chapter/Selection of Study Argumentative Fictional Analysis and Writing	**Approx # of weeks - % of time** 2 weeks	**PA Core Standards** CC.1.3.6.A Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text	**Assessment Anchors & Eligible Content** E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

			CC.1.3.6.C Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.	E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.
			CC.1.4.6.G Write arguments to support claims.	E06.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
			CC.1.4.6.H Introduce and state an opinion on a topic.	
			CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.	E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).
			CC.1.4.6.J 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.	E06.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts.

E06.E.1.1.6 Provide a concluding section that follows from the analysis presented. |
| | | | CC.1.4.6.K Write with an awareness of the stylistic aspects of composition.
• Use precise language and domain-specific vocabulary to inform about or explain the topic.
• Use sentences of varying lengths | E06.D.2.1.1 Vary sentence patterns for meaning, reader/listener interest, and style.*

E06.D.2.1.2 Maintain consistency in |

		and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style. CC.1.4.6.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	style and tone.* E06.D.2.1.3 Choose words and phrases to convey ideas precisely.* E06.D.2.1.4 Choose punctuation for effect.* E06.D.2.1.5 Choose words and phrases for effect.* E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E06.E.1.1.5 Establish and maintain a formal style. E06.D.1.1.1 Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive). E06.D.1.1.2 Use intensive pronouns (e.g., myself, ourselves). E06.D.1.1.3 Recognize and correct inappropriate shifts in pronoun number and person.* E06.D.1.1.4 Recognize and correct vague pronouns (i.e., ones with

			unclear or ambiguous antecedents).* E06.D.1.1.5 Recognize and correct inappropriate shifts in verb tense.* E06.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* E06.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).* E06.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.* E06.D.1.2.1 Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* E06.D.1.2.2 Spell correctly. E06.D.1.2.3 Use punctuation to separate items in a series.*

Unit/Chapter/Selection of Study	Approx # of weeks - % of time	PA Core Standards	Assessment Anchors & Eligible Content
Text Dependent Analysis: Phase One ● paraphrasing vs direct citation ● structure of prompts ● deconstruct prompts ● three line summary	1 week	CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	E06.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E06.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts. E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E06.E.1.1.5 Establish and maintain a formal style. E06.E.1.1.6 Provide a concluding section that follows from the analysis presented.

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Punctuation and Pronoun Usage ○ commas ○ parentheses ○ dashes ○ nonrestrictive/parenthetical elements ○ use in a series ● proper case ● subjective ● objective ● possessive ● intensive ● pronoun shifts ● vague pronouns ● pronoun antecedent agreement	2 weeks	CC.1.4.6.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	E06.D.1.2.1 Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* E06.D.1.2.2 Spell correctly. E06.D.1.2.3 Use punctuation to separate items in a series.* E06.D.1.1.1 Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive). E06.D.1.1.2 Use intensive pronouns (e.g., myself, ourselves). E06.D.1.1.3 Recognize and correct inappropriate shifts in pronoun number and person.* E06.D.1.1.4 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* E06.D.1.1.5 Recognize and correct inappropriate shifts in verb tense.* E06.D.1.1.6 Produce complete

			sentences, recognizing and correcting inappropriate fragments and run-on sentences.* E06.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).* E06.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.*
Unit/Chapter/Selection of Study	**Approx # of weeks - % of time**	**PA Core Standards**	**Assessment Anchors & Eligible Content**
Figurative Language	.5 week	CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.	E06.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). E06.A-V.4.1.2 Demonstrate understanding of figurative language,

			word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). E06.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.
Unit/Chapter/Selection of Study Text Dependent Analysis: Phase Two ● deconstructing prompts ● explaining evidence	**Approx # of weeks - % of time** 1 week (continues into 3rd nine weeks)	**PA Core Standards** CC.1.5.6.C Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	E06.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to

| | | | CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).

E06.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts.

E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

E06.E.1.1.5 Establish and maintain a formal style.

E06.E.1.1.6 Provide a concluding section that follows from the analysis presented. |

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Big Idea(s) for 3rd nine weeks	Concept(s) of 3rd nine weeks	Competencies of 3rd nine weeks	Essential Questions for 3rd nine weeks
Reading a non-fiction text such as a biography or an autobiography exposes readers to different forms of information and style. The structure of a text dependent analysis demonstrates deep understanding and analysis of a text. Locating and utilizing evidence in writing supports a writer's interpretation of a text.	Students will know… ● prompt deconstruction ● well-supported evidence ● non-fiction analysis ● various vocabulary ● the components of biography/autobiography ● the format of TDA	Students will be able to… ● deconstruct prompts ● locate and explain evidence ● analyze nonfiction ● define and apply vocabulary to reading and writing ● read and explain accomplishments found in biography/autobiography ● label and demonstrate the structure of a TDA	What are the components of a TDA prompt? How does a writer cite evidence within a paragraph? What is the difference between a biography and an autobiography?
Unit/Chapter/Selection of Study Text Dependent Analysis: Phase Two ● deconstructing prompts ● explaining evidence	**Approx # of weeks - % of time** 1 week (continues from 2nd nine weeks)	**PA Core Standards** CC.1.5.6.C Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading	E06.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E06.E.1.1.3 Use appropriate

		standards for literature and literary nonfiction. CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	transitions to clarify the relationships among ideas and concepts. E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E06.E.1.1.5 Establish and maintain a formal style. E06.E.1.1.6 Provide a concluding section that follows from the analysis presented.
Unit/Chapter/Selection of Study Non-Fiction Analysis ● vocabulary acquisition and development ● evidence ● text structures ● biography/autobiography	**Approx # of weeks - % of time** 3 weeks	**PA Core Standards** CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. CC.1.2.6.G Integrate information presented in different media or formats (e.g., visually, quantitatively)	**Assessment Anchors & Eligible Content** E06.B-K.1.1.2 Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments. E06.B-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. E06.B-K.1.1.3 Analyze in detail how a key individual, event, or idea is

			as well as in words to develop a coherent understanding of a topic or issue	introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).
			CC.1.2.6.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently	E06.B-C.2.1.1 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
			CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	E06.B-C.2.1.2 Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.
			CC.1.2.6.D Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	E06.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Determine the meaning of technical words and phrases used in a text.
			CC.1.2.6.E Analyze the author's structure through the use of paragraphs, chapters, or sections.	
			CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.	
			CC.1.2.6.H Evaluate an author's argument by examining claims and determining if they are supported	

		by evidence.	
		CC.1.2.6.I Examine how two authors present similarinformation in different types of text.	E06.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
		CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important tocomprehension or expression.	
		CC.1.2.6.K Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	E06.B-C.3.1.1 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., fact/opinion, bias).
		CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	
		CC.1.4.6.B Identify and introduce the topic for the intended audience.	E06.B-C.3.1.2 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
		CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other	E06.A-K.1.1.1 Cite textual evidence to

			information and examples; include graphics and multimedia when useful to aid comprehension. CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.6.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style. CC.1.4.6.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E06.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E06.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts. E06.E.1.1.5 Establish and maintain a formal style. E06.E.1.1.6 Provide a concluding section that follows from the analysis

			presented. E06.D.2.1.1 Vary sentence patterns for meaning, reader/listener interest, and style.* E06.D.2.1.2 Maintain consistency in style and tone.* E06.D.2.1.3 Choose words and phrases to convey ideas precisely.* E06.D.2.1.4 Choose punctuation for effect.* E06.D.2.1.5 Choose words and phrases for effect.* E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E06.E.1.1.5 Establish and maintain a formal style. E06.D.1.1.1 Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive). E06.D.1.1.2 Use intensive pronouns (e.g., myself, ourselves). E06.D.1.1.3 Recognize and correct inappropriate shifts in pronoun

			number and person.*
			E06.D.1.1.4 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
			E06.D.1.1.5 Recognize and correct inappropriate shifts in verb tense.*
			E06.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*
			E06.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).*
			E06.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.*
			E06.D.1.2.1
			E06.D.1.2.2 Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
			E06.D.1.2.2 Spell correctly.
			E06.D.1.2.3 Use punctuation to separate items in a series.*

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Unit/Chapter/Selection of Study	Approx # of weeks - % of time	PA Core Standards	Assessment Anchors & Eligible Content
Text Dependent Analysis: Phase Three ● finding good evidence	2 weeks	CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	E06.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E06.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts. E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E06.E.1.1.5 Establish and maintain a formal style. E06.E.1.1.6 Provide a concluding section that follows from the analysis presented.

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Unit/Chapter/Selection of Study	Approx # of weeks - % of time	PA Core Standards	Assessment Anchors & Eligible Content
Text Dependent Analysis: Phase Four ● format ● explaining evidence	3 weeks	CC.1.5.6.E Adapt speech to a variety of contexts and tasks. CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	E06.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E06.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts. E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E06.E.1.1.5 Establish and maintain a formal style. E06.E.1.1.6 Provide a concluding section that follows from the analysis presented.

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Big Idea(s) for 4th nine weeks	Concept(s) of 4th nine weeks	Competencies of 4th nine weeks	Essential Questions for 4th nine weeks
Reading, writing, and publishing poetry is a form of written expression that builds an appreciation for poetry style or form. Choosing what to read through book reports enriches a reader's reading experience and the depth of their involvement and connection to a text.	Students will know… ● elements of poetry ● different forms of poetry ● the structure of poetry ● various vocabulary ● elements of fiction and non-fiction texts	Students will be able to… ● analyze poetry and its elements ● examine and distinguish between different forms of poetry ● create and structure a poem ● identify, define, and apply vocabulary in various texts ● analyze and discuss the elements of fiction and non-fiction texts ● create and display book reports for fiction and non-fiction reports	How does a reader approach an unknown word when reading? What are the different forms of poetry? What makes poetry appealing to the reader? How have book reports helped you grow as a reader?
<u>**Unit/Chapter/Selection of Study**</u> Poetry Analysis ● mentor texts ● elements of poetry ● writing and structuring poems	<u>**Approx # of weeks - % of time**</u> 3 weeks	<u>**PA Core Standards**</u> CC.1.4.6.U Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<u>**Assessment Anchors & Eligible Content**</u> N/A

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Unit/Chapter/Selection of Study	Approx # of weeks - % of time	PA Core Standards	Assessment Anchors & Eligible Content
Academic Vocabulary Development and Continuous Fiction and Nonfiction Analysis	3 weeks *implemented throughout the course	CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. CC.1.3.6.I Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content. CC.1.5.6.E Adapt speech to a variety of contexts and tasks. CC.1.2.6.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	E06.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). E06.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar

			denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). E06.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.
Unit/Chapter/Selection of Study Non-Fiction and Fiction Book Reports ● plot ● characters ● conflict	**Approx # of weeks - % of time** 3 weeks *implemented throughout the course	**PA Core Standards** CC.1.3.6.C Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution. CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot. CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information. CC.1.5.6.D Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts,	**Assessment Anchors & Eligible Content** E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution. E06.A-C.2.1.2 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.

		and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CC.1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. CC.1.4.6.W Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. CC.1.3.6.C Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.	

Standards Legend: Essential   Important   Supplementary