

Curriculum Map: 6 English Language Arts

Course: 6 Language Arts Sub-topic: Uncategorized

Grade(s): 6

Course

Description: Students concentrate on the essential literary skills that are necessary for student achievement. These skills include, but are not limited to, inferences, generalizations, and author's purpose. Students also hone their knowledge of various literature genres. The students identify and create various types of poetry and have the opportunity to share them, and they will refine the writing process and practice the different types of writing. Students sharpen their listening skills through novels read aloud by the teacher and have the opportunity for daily discussion. These novels include *Hatchet*, *Brian's Winter*, *Number the Stars*, *Walk Two Moons*, *Tuck Everlasting*, and *Holes*. Students learn grammar, usage, spelling, and vocabulary as part of the integrated curriculum in Language Arts 6.

Course

Textbooks, Workbooks, Materials Citations: **TEXTBOOK**
Bear, Dr. Donald. *Wonders*. New York, New York: Macmillan/McGraw Hill, 2017

Materials

Citations: **PRACTICE BOOK**
Wonders Practice Book. New York, New York: Macmillan/McGraw Hill, 2017

Course Long Term Transfer Goals:

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Date of Last Revision to this Curriculum Map:

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Curriculum Map

Cammy Feriozzi
Nate Parzick

Contributors:

Unit: Non-Fiction

Unit

Description: Students read informational texts and relate their real-life experiences to the text.

Unit Student Learning Outcomes:

1. Gather, analyze, organize, and interpret facts found in the text.
2. Identify and summarize the major events, problems, solutions and/or conflicts in a literary text.
3. Explain the cause-effect of historical events.

Unit Essential Questions:

1. How do we use information gained from the text to expand knowledge?
2. How can knowledge gained promote lifelong learning?

Unit Big Ideas:

1. Information to gain or expand knowledge can be acquired through various sources.

Unit Materials:

Language Arts Textbooks
Practice Book

Unit Assignments:

1. Autobiography Writing Paper

Unit Key Terminology & Definitions:

1. **Analysis** The process or result of identifying the parts of a whole and their relationships to one another.
2. **Biography** A written account of another person's life.
3. **Bias** the subtle presence of a positive or negative approach toward a topic
4. **Biography** A written account of another person's life.
5. **Elements of Nonfiction** Traits that mark a work as reportorial, analytical, informative or

argumentative (e.g., facts, data, charts, graphics, headings).

6. **Fact** A piece of information provided objectively, presented as true.

7. **Headings, Graphics and Charts** Any visual cues on a page of text that offer additional information to guide the reader's comprehension. Headings typically are words or phrases in bold print that indicate a topic or the theme of a portion of text; graphics may be photographs, drawings, maps or any other pictorial representation; charts (and tables or graphs) condense data into a series of rows, lines or other shortened lists.

8. **Informational Text** Nonfiction written primarily to convey factual information. Informational texts comprise the majority of printed material adults read (e.g., textbooks, newspapers, reports, directions, brochures, technical manuals).

9. **Literary Nonfiction** Text that includes literary elements and devices usually associated with fiction to report on actual persons, places, or events. Examples include nature and travel text, biography, memoir and the essay.

10. **Nonfiction** Text that is not fictional; designed primarily to explain, argue, instruct or describe rather than entertain. For the most part, its emphasis is factual.

11. **Opinion** A personal view, attitude, or appraisal.

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

CC.1.2.6.A (Mastered)	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 (Mastered)	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.C (Mastered)	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
CC.1.2.6.D (Mastered)	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.E (Mastered)	Analyze the author's structure through the use of paragraphs, chapters, or sections.
CC.1.2.6.F (Mastered)	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 (Mastered)	Evaluate an author's argument by examining claims and determining if they are supported by evidence.
CC.1.2.6.I (Mastered)	Examine how two authors present similar information in different types of text.
CC.1.2.6.J (Mastered)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.6.K (Mastered)	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.1.2.6.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.6.A (Mastered)	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 (Mastered)	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.C (Mastered)	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 (Mastered)	Determine an author's purpose in a text and explain how it is conveyed in a text.
CC.1.3.6.E	Analyze how the structure of a text contributes to the

(Mastered)	development of theme, setting, and plot.
CC.1.3.6.F (Mastered)	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.H (Mastered)	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.1.3.6.I (Mastered)	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.1.3.6.J (Mastered)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.4.6.A (Mastered)	informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
CC.1.4.6.B (Advanced)	Identify and introduce the topic for the intended audience.
CC.1.4.6.C (Mastered)	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.6.D (Mastered)	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 (Mastered)	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 (Mastered)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.6.H (Mastered)	Introduce and state an opinion on a topic.
CC.1.4.6.S (Mastered)	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary non-fiction.
CC.1.5.6.A (Mastered)	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.C (Mastered)	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.

Topic: Anthologies

- Core Lesson** 1. Locate or recall facts found in the text.
Student Learning 2. Identify and summarize the major events, problems, solutions and/or conflicts in a literary text.
Outcomes: 3. Explain the cause-effect of historical events.

- Core Lesson**
Essential
Questions: 1. How do we use information gained from the text to expand knowledge?
2. How can knowledge gained promote lifelong learning?

Core Lesson Big
Ideas: Information to gain or expand knowledge can be acquired through various sources.

Core Lesson
Materials: Textbook
Practice Book

Core Lesson
Student 1. **Analysis** The process or result of identifying the parts of a whole and their relationships to one another.

**Performance
Tasks:**

2. **Biography** A written account of another person's life.
3. **Bias** the subtle presence of a positive or negative approach toward a topic
4. **Biography** A written account of another person's life.
5. **Elements of Nonfiction** Traits that mark a work as reportorial, analytical, informative or argumentative (e.g., facts, data, charts, graphics, headings).
6. **Fact** A piece of information provided objectively, presented as true.
7. **Headings, Graphics and Charts** Any visual cues on a page of text that offer additional information to guide the reader's comprehension. Headings typically are words or phrases in bold print that indicate a topic or the theme of a portion of text; graphics may be photographs, drawings, maps or any other pictorial representation; charts (and tables or graphs) condense data into a series of rows, lines or other shortened lists.
8. **Informational Text** Nonfiction written primarily to convey factual information. Informational texts comprise the majority of printed material adults read (e.g., textbooks, newspapers, reports, directions, brochures, technical manuals).
9. **Literary Nonfiction** Text that includes literary elements and devices usually associated with fiction to report on actual persons, places, or events. Examples include nature and travel text, biography, memoir and the essay.
10. **Nonfiction** Text that is not fictional; designed primarily to explain, argue, instruct or describe rather than entertain. For the most part, its emphasis is factual.
11. **Opinion** A personal view, attitude, or appraisal.

Topic: Read Alouds

Core Lesson

Student Learning

Outcomes:

1. Locate or recall facts found in the text.
2. Identify and summarize the major events, problems, solutions and/or conflicts in a literary text.
3. Explain the cause-effect of historical events.

Core Lesson

Essential

Questions:

1. How do we use information gained from the text to expand knowledge?
2. How can knowledge gained promote lifelong learning?

Core Lesson Big

Ideas:

1. Information to gain or expand knowledge can be acquired through various sources.

Core Lesson

Materials:

Novels

Core Lesson

Student

Performance

Tasks:

1. **Analysis** The process or result of identifying the parts of a whole and their relationships to one another.
3. **Bias** the subtle presence of a positive or negative approach toward a topic
5. **Elements of Nonfiction** Traits that mark a work as reportorial, analytical, informative or argumentative (e.g., facts, data, charts, graphics, headings).
6. **Fact** A piece of information provided objectively, presented as true.
8. **Informational Text** Nonfiction written primarily to convey factual information. Informational texts comprise the majority of printed material adults read (e.g., textbooks, newspapers, reports, directions, brochures, technical manuals).
9. **Literary Nonfiction** Text that includes literary elements and devices usually associated with fiction to report on actual persons, places, or events. Examples include nature and travel text, biography, memoir and the essay.
10. **Nonfiction** Text that is not fictional; designed primarily to explain, argue, instruct or describe rather than entertain. For the most part, its emphasis is factual.
11. **Opinion** A personal view, attitude, or appraisal.

Unit: Novel**Unit****Description:**

Students sharpen their listening skills when read aloud novels of various genres by the teacher. Students learn point of view, chapter, and tone.

Unit Student**Learning****Outcomes:**

1. Explain, generalize or connect ideas using supporting evidence from text or source.
2. Identify and summarize major events, problems, solutions and/or conflicts in a literary text.
3. Provide textual evidence to support analysis of what the text is saying, and to draw inferences from it.
4. Determine the main idea of a text and how it is supported with details.

Unit Essential**Questions:**

How does productive oral communication rely on speaking and listening?

Unit Big Ideas:

1. Listening provides the opportunity to learn, reflect and respond.
2. Effective speaking and listening are essential for productive communication.

Unit Materials: Read Aloud Novels:

Hatchet
Number the Stars
Walk Two Moons
Tuck Everlasting
Holes

Unit Key**Terminology & Definitions:**

1. **Dialect** A variety of a language distinct from the standard variety in pronunciation, grammar, or vocabulary.
2. **Explain** To make understandable, plain or clear.
3. **First Person** The "first person" or "personal" point of view relates events as they are perceived by a single character. The narrating character may offer opinions about the action and characters that differ from those of the author.
4. **Interpret** To give reasons through an explanation to convey and represent the meaning or understanding of a text.
5. **Narrative** A story, actual or fictional, expressed orally or in text.
6. **Summarize** To capture all of the most important parts of the original text (paragraph, story, poem), but express them in a much shorter space, and as much as possible in the reader's own words.
7. **Symbolism** A device in literature where an object represents an idea.
8. **Third Person** A perspective in literature, the "third person" point of view presents the events of the story from outside of any single character's perception, much like the omniscient point of view, but the reader must understand the action as it takes place and without any special insight into characters' minds or motivations.

Unit Notes:

1. Cry of the Wild Movie
2. Miracle at Midnight Movie
3. Tuck Everlasting Movie
4. Holes Movie

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.6.A](#)
(Mastered)

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 \(Mastered\)](#) 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.C \(Mastered\)](#) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- [CC.1.2.6.D \(Mastered\)](#) 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.E \(Mastered\)](#) Analyze the author's structure through the use of paragraphs, chapters, or sections.
- [CC.1.2.6.F \(Mastered\)](#) 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 \(Mastered\)](#) Evaluate an author's argument by examining claims and determining if they are supported by evidence.
- [CC.1.2.6.J \(Mastered\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.2.6.K \(Mastered\)](#) 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.1.3.6.A \(Mastered\)](#) 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 \(Mastered\)](#) 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.C \(Mastered\)](#) 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 \(Mastered\)](#) Determine an author's purpose in a text and explain how it is conveyed in a text.
- [CC.1.3.6.E \(Mastered\)](#) Analyze how the structure of a text contributes to the development of theme, setting, and plot.
- [CC.1.3.6.F \(Mastered\)](#) 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.G \(Mastered\)](#) Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing 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.I \(Mastered\)](#) 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.1.3.6.J \(Mastered\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.6.K \(Mastered\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: Hatchet

Core Lesson

Student Learning

Outcomes:

1. Explain, generalize or connect ideas using supporting evidence from a text or source.
2. Identify and summarize major events, problems, solutions and/or conflicts in a literary text.
3. Provide textual evidence to support analysis of what the text is saying, and to draw inferences from it.
4. Determine the main idea of a text and how it is supported with details.

Core Lesson

Essential

Questions:

How does productive oral communication rely on speaking and listening?

Core Lesson Big Ideas: 1. Listening provides the opportunity to learn, reflect and respond.
2. Effective speaking and listening are essential for productive communication.

Core Lesson Materials: Novel

Core Lesson Student Performance Tasks:

1. **Dialect** A variety of a language distinct from the standard variety in pronunciation, grammar, or vocabulary.
2. **Explain** To make understandable, plain or clear.
3. **First Person** The "first person" or "personal" point of view relates events as they are perceived by a single character. The narrating character may offer opinions about the action and characters that differ from those of the author.
4. **Interpret** To give reasons through an explanation to convey and represent the meaning or understanding of a text.
5. **Narrative** A story, actual or fictional, expressed orally or in text.
6. **Summarize** To capture all of the most important parts of the original text (paragraph, story, poem), but express them in a much shorter space, and as much as possible in the reader's own words.
7. **Symbolism** A device in literature where an object represents an idea.
8. **Third Person** A perspective in literature, the "third person" point of view presents the events of the story from outside of any single character's perception, much like the omniscient point of view, but the reader must understand the action as it takes place and without any special insight into characters' minds or motivations.

Topic: Number the Stars

Core Lesson Student Learning Outcomes:

1. Explain, generalize or connect ideas using supporting evidence from a text or source.
2. Identify and summarize major events, problems, solutions and/or conflicts in a literary text.
3. Provide textual evidence to support analysis of what the text is saying, and to draw inferences from it.
4. Determine the main idea of a text and how it is supported with details.

Core Lesson Essential Questions: How does productive oral communication rely on speaking and listening?

Core Lesson Big Ideas: 1. Listening provides the opportunity to learn, reflect and respond.
2. Effective speaking and listening are essential for productive communication.

Core Lesson Materials: Novel

Core Lesson Student Performance Tasks:

1. **Dialect** A variety of a language distinct from the standard variety in pronunciation, grammar, or vocabulary.
2. **Explain** To make understandable, plain or clear.
3. **First Person** The "first person" or "personal" point of view relates events as they are perceived by a single character. The narrating character may offer opinions about the action and characters that differ from those of the author.
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5. **Narrative** A story, actual or fictional, expressed orally or in text.
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7. **Symbolism** A device in literature where an object represents an idea.

8. **Third Person** A perspective in literature, the “third person” point of view presents the events of the story from outside of any single character’s perception, much like the omniscient point of view, but the reader must understand the action as it takes place and without any special insight into characters’ minds or motivations.

Topic: Walk Two Moons

- Core Lesson Student Learning Outcomes:**
1. Explain, generalize or connect ideas using supporting evidence from a text or source.
 2. Identify and summarize major events, problems, solutions and/or conflicts in a literary text.
 3. Provide textual evidence to support analysis of what the text is saying, and to draw inferences from it.
 4. Determine the main idea of a text and how it is supported with details.

Core Lesson Essential Questions: How does productive oral communication rely on speaking and listening?

- Core Lesson Big Ideas:**
1. Listening provides the opportunity to learn, reflect and respond.
 2. Effective speaking and listening are essential for productive communication.

Core Lesson Materials: Novel

- Core Lesson Student Performance Tasks:**
1. **Dialect** A variety of a language distinct from the standard variety in pronunciation, grammar, or vocabulary.
 2. **Explain** To make understandable, plain or clear.
 3. **First Person** The “first person” or “personal” point of view relates events as they are perceived by a single character. The narrating character may offer opinions about the action and characters that differ from those of the author.
 4. **Interpret** To give reasons through an explanation to convey and represent the meaning or understanding of a text.
 5. **Narrative** A story, actual or fictional, expressed orally or in text.
 6. **Summarize** To capture all of the most important parts of the original text (paragraph, story, poem), but express them in a much shorter space, and as much as possible in the reader’s own words.
 7. **Symbolism** A device in literature where an object represents an idea.
 8. **Third Person** A perspective in literature, the “third person” point of view presents the events of the story from outside of any single character’s perception, much like the omniscient point of view, but the reader must understand the action as it takes place and without any special insight into characters’ minds or motivations.

Topic: Tuck Everlasting

- Core Lesson Student Learning Outcomes:**
1. Explain, generalize or connect ideas using supporting evidence from a text or source.
 2. Identify and summarize major events, problems, solutions and/or conflicts in a literary text.
 3. Provide textual evidence to support analysis of what the text is saying, and to draw inferences from it.
 4. Determine the main idea of a text and how it is supported with details.

Core Lesson Essential Questions: How does productive oral communication rely on speaking and listening?

- Core Lesson Big Ideas:**
1. Listening provides the opportunity to learn, reflect and respond.
 2. Effective speaking and listening are essential for productive communication.

Core Lesson Materials: Novel

**Core Lesson
Student
Performance
Tasks:**

1. **Dialect** A variety of a language distinct from the standard variety in pronunciation, grammar, or vocabulary.
2. **Explain** To make understandable, plain or clear.
3. **First Person** The “first person” or “personal” point of view relates events as they are perceived by a single character. The narrating character may offer opinions about the action and characters that differ from those of the author.
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7. **Symbolism** A device in literature where an object represents an idea.
8. **Third Person** A perspective in literature, the “third person” point of view presents the events of the story from outside of any single character’s perception, much like the omniscient point of view, but the reader must understand the action as it takes place and without any special insight into characters’ minds or motivations.

Topic: Holes

**Core Lesson
Student Learning
Outcomes:**

1. Explain, generalize or connect ideas using supporting evidence from a text or source.
2. Identify and summarize major events, problems, solutions and/or conflicts in a literary text.
3. Provide textual evidence to support analysis of what the text is saying, and to draw inferences from it.
4. Determine the main idea of a text and how it is supported with details.

**Core Lesson
Essential
Questions:**

How does productive oral communication rely on speaking and listening?

**Core Lesson Big
Ideas:**

1. Listening provides the opportunity to learn, reflect and respond.
2. Effective speaking and listening are essential for productive communication.

**Core Lesson
Materials:**

Novel

**Core Lesson
Student
Performance
Tasks:**

1. **Dialect** A variety of a language distinct from the standard variety in pronunciation, grammar, or vocabulary.
2. **Explain** To make understandable, plain or clear.
3. **First Person** The “first person” or “personal” point of view relates events as they are perceived by a single character. The narrating character may offer opinions about the action and characters that differ from those of the author.
4. **Interpret** To give reasons through an explanation to convey and represent the meaning or understanding of a text.
5. **Narrative** A story, actual or fictional, expressed orally or in text.
6. **Summarize** To capture all of the most important parts of the original text (paragraph, story, poem), but express them in a much shorter space, and as much as possible in the reader’s own words.
7. **Symbolism** A device in literature where an object represents an idea.
8. **Third Person** A perspective in literature, the “third person” point of view presents the events of the story from outside of any single character’s perception, much like the omniscient point of view, but the reader must understand the action as it takes place and without any special insight into characters’ minds or motivations.

Topic: Brian's Winter

- Core Lesson Student Learning Outcomes:**
1. Explain, generalize or connect ideas using supporting evidence from a text or source.
 2. Identify and summarize major events, problems, solutions and/or conflicts in a literary text.
 3. Provide textual evidence to support analysis of what the text is saying, and to draw inferences from it.
 4. Determine the main idea of a text and how it is supported with details.

Core Lesson Essential Questions: How does productive oral communication rely on speaking and listening?

Core Lesson Big Ideas:

1. Listening provides the opportunity to learn, reflect and respond.
2. Effective speaking and listening are essential for productive communication.

Core Lesson Materials: Novel

- Core Lesson Student Performance Tasks:**
1. **Dialect** A variety of a language distinct from the standard variety in pronunciation, grammar, or vocabulary.
 2. **Explain** To make understandable, plain or clear.
 3. **First Person** The "first person" or "personal" point of view relates events as they are perceived by a single character. The narrating character may offer opinions about the action and characters that differ from those of the author.
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 7. **Symbolism** A device in literature where an object represents an idea.
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Unit: Poetry

Unit Description: Students are exposed to different types of poetry through listening and writing.

Unit Student Learning Outcomes:

1. Determine the meaning of words and phrases as they are used in poetic verse, including figurative speech.
2. Describe various types of poetry.
3. Create and recite an original work to express personal ideas and beliefs.
4. Generalize the theme and/or main idea of a poem.

Unit Essential Questions: How can the knowledge of language help us to communicate and understand?

Unit Big Ideas:

1. Language is used to communicate and to deepen understanding.
2. Spoken language can be represented in print.

Unit Materials: Poetry Examples
Poetry Notes

Unit Assignments:

1. Poetry Folder
2. Poem and Illustration

Unit Key Terminology & Definitions:

1. **Alliteration** The repetition of initial sounds in neighboring words.
2. **Connotation** The range of associations that a word or phrase suggests in addition to its dictionary meaning.
3. **Figurative Language** Language that cannot be taken literally since it was written to create a special effect or feeling.
4. **Hyperbole** An exaggeration or overstatement (e.g., *I had to wait forever.*)
5. **Imagery** Descriptive or figurative language in a literary work; the use of language to create sensory impressions.
6. **Metaphor** The comparison of two unlike things in which no words of comparison (*like* or *as*) are used (e.g., *The speech gave me food for thought.*)
7. **Personification** An object or abstract idea given human qualities or human form (e.g., *Flowers danced about the lawn.*)
8. **Poetry** In its broadest sense, text that aims to present ideas and evoke an emotional experience in the reader through the use of meter, imagery and connotative and concrete words. Some poetry has a carefully constructed structure based on rhythmic patterns. Poetry typically relies on words and expressions that have several layers of meaning (figurative language). It may also make use of the effects of regular rhythm on the ear and may make a strong appeal to the senses through the use of imagery.
9. **Simile** A comparison of two unlike things in which a word of comparison (*like* or *as*) is used (e.g., *The ant scurried as fast as a cheetah.*)
10. **Structure of Poem** *The rhyming pattern, meter, grammar, and imagery used by a poet to convey meaning.*
11. **Symbolism** *A device in literature where an object represents an idea.*

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.6.D \(Mastered\)](#) 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.F \(Mastered\)](#) 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.J \(Mastered\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[CC.1.4.6.F \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Topic: Introduction to Poems

- Core Lesson** 1. Determine the meaning of words and phrases as they are used in poetic verse, including figurative speech.
- Student Learning** 2. Describe various types of poetry.
- Outcomes:** 3. Create and recite an original work to express personal ideas and beliefs.
4. Generalize the theme and/or main idea of a poem.

Core Lesson Essential Questions:

How can the knowledge of language help us to communicate and understand?

Core Lesson Big Ideas:

1. Language is used to communicate and to deepen understanding.
2. Spoken language can be represented in print.

Core Lesson Materials: Poetry Folders
Poetry Handouts

Core Lesson Student Performance Tasks:

2. **Connotation** The range of associations that a word or phrase suggests in addition to its dictionary meaning.
3. **Figurative Language** Language that cannot be taken literally since it was written to create a special effect or feeling.
4. **Hyperbole** An exaggeration or overstatement (e.g., *I had to wait forever.*)
5. **Imagery** Descriptive or figurative language in a literary work; the use of language to create sensory impressions.
8. **Poetry** In its broadest sense, text that aims to present ideas and evoke an emotional experience in the reader through the use of meter, imagery and connotative and concrete words. Some poetry has a carefully constructed structure based on rhythmic patterns. Poetry typically relies on words and expressions that have several layers of meaning (figurative language). It may also make use of the effects of regular rhythm on the ear and may make a strong appeal to the senses through the use of imagery.
10. **Structure of Poem** *The rhyming pattern, meter, grammar, and imagery used by a poet to convey meaning.*
11. **Symbolism** *A device in literature where an object represents an idea.*

Topic: Terminology

Core Lesson Student Learning Outcomes:

1. Determine the meaning of words and phrases as they are used in poetic verse, including figurative speech.
2. Describe various types of poetry.
3. Create and recite an original work to express personal ideas and beliefs.
4. Generalize the theme and/or main idea of a poem.

Core Lesson Essential Questions:

How can the knowledge of language help us to communicate and understand?

Core Lesson Big Ideas:

1. Language is used to communicate and to deepen understanding.
2. Spoken language can be represented in print.

Core Lesson Materials: Poetry Folders
Poetry Handouts

Core Lesson Student Performance Tasks:

1. **Alliteration** The repetition of initial sounds in neighboring words.
2. **Connotation** The range of associations that a word or phrase suggests in addition to its dictionary meaning.
3. **Figurative Language** Language that cannot be taken literally since it was written to create a special effect or feeling.
4. **Hyperbole** An exaggeration or overstatement (e.g., *I had to wait forever.*)
5. **Imagery** Descriptive or figurative language in a literary work; the use of language to create sensory impressions.
6. **Metaphor** The comparison of two unlike things in which no words of comparison (*like* or *as*) are used (e.g., *The speech gave me food for thought.*)
7. **Personification** An object or abstract idea given human qualities or human form (e.g., *Flowers danced about the lawn.*)
8. **Poetry** In its broadest sense, text that aims to present ideas and evoke an emotional experience in the reader through the use of meter, imagery and connotative and concrete words. Some poetry has a carefully constructed structure based on rhythmic patterns. Poetry typically relies on words and expressions that have

several layers of meaning (figurative language). It may also make use of the effects of regular rhythm on the ear and may make a strong appeal to the senses through the use of imagery.

9. **Simile** A comparison of two unlike things in which a word of comparison (*like* or *as*) is used (e.g., *The ant scurried as fast as a cheetah.*)

10. **Structure of Poem** *The rhyming pattern, meter, grammar, and imagery used by a poet to convey meaning.*

11. **Symbolism** *A device in literature where an object represents an idea.*

Unit: Short Story

Unit Description: Students read different genres of Short Stories. Students read for comprehension and understanding while also learning concepts and skills that focus on vocabulary, grammar, speaking and listening.

Unit Student Learning Outcomes:

1. Identify and summarize the major events, problems, solutions and/or conflicts in a literary text.
2. Predict a logical outcome based on the information in a reading selection.
3. Analyze or evaluate the effectiveness of literary elements e.g. characterization, setting, point of view, conflict and resolution and/or plot structure.
4. Read and respond to various types of text.
5. Determine the meaning of words and phrases as they are used in the text.

Unit Essential Questions:

1. How does interaction with text provoke thinking and response?
2. How can the knowledge of language help us to communicate and understand?

Unit Big Ideas:

1. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
2. Effective use of vocabulary builds social and academic knowledge.

Unit Materials: Language Arts Textbook
Practice Book
Grammar Practice Book

Unit Key Terminology & Definitions:

1. **Antonym** A word that is the opposite in meaning to another word.
2. **Author's Purpose** The author's intent either to inform or teach someone about something, to entertain people or to persuade or convince his/her audience to do or not do something.
3. **Biography** A written account of another person's life.
4. **Character** A person, animal or inanimate object portrayed in a literary work.
5. **Climax** The turning point in a narrative; the moment when the conflict is at its most intense. Typically, the structure of stories, novels, and plays is one of rising action, in which tension builds to the climax.
6. **Compare/Contrast** Place together characters, situations, or ideas to show common and/or differing features in literary selections.
7. **Conflict/Problem** A struggle or clash between opposing characters, forces, or emotions.
8. **Context Clues** Words and phrases in a sentence, paragraph, and/or whole text, which help reason out the meaning of an unfamiliar word.
9. **Draw Conclusion** To make a judgment or decision based on reasoning rather than direct or implicit statement.
10. **Elements of Fiction** Traits that mark a work as imaginative or narrative discourse (e.g., plot, theme, symbol).
11. **Generalization** A conclusion drawn from specific information that is used to make a broad statement about a topic or person.
12. **Genre** A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry).

13. **Inference** A judgment based on reasoning rather than on a direct or explicit statement. A conclusion based on facts or circumstances; understanding gained by “reading between the lines.”

14. **Key/Supporting Details** Points of information in a text that strongly support the meaning or tell the story. Statements that define, describe, or otherwise provide information about the topic, theme, or main idea.

15. **Main Idea** The author’s central thought; the chief topic of a text expressed or implied in a word or phrase; the topic sentence of a paragraph.

16. **Opinion** A personal view, attitude, or appraisal.

17. **Plot** The structure of a story. The sequence in which the author arranges events in a story. The structure often includes the rising action, the climax, the falling action, and the resolution. The plot may have a protagonist who is opposed by an antagonist, creating what is called conflict.

18. **Point of View** The position of the narrator in relation to the story, as indicated by the narrator’s outlook from which the events are depicted (e.g., first person, third person limited, third person omniscient, etc). The perspective from which a speaker or author recounts a narrative or presents information. The author’s manner in revealing characters, events, and ideas; the vantage point from which a story is told.

19. **Resolution** The portion of a story following the climax in which the conflict is resolved. The resolution of Jane Austen’s *Northanger Abbey* is neatly summed up in the following sentence: “Henry and Catherine were married, the bells rang and everybody smiled.”

20. **Setting** The time and place in which a story unfolds.

21. **Summarize** To capture all of the most important parts of the original text (paragraph, story, poem), but express them in a much shorter space, and as much as possible in the reader’s own words.

22. **Text Organization/Structure** The author’s method of structuring a text; the way a text is structured from beginning to end. In literary works, the structure could include flashback and foreshadowing, for example. In nonfiction works, the structure could include sequence, question-answer, cause-effect, etc.

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.6.A \(Mastered\)](#) 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 \(Mastered\)](#) 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.C \(Mastered\)](#) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

[CC.1.2.6.D \(Mastered\)](#) 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.E \(Mastered\)](#) Analyze the author’s structure through the use of paragraphs, chapters, or sections.

[CC.1.2.6.F \(Mastered\)](#) 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 \(Mastered\)](#) Evaluate an author’s argument by examining claims and determining if they are supported by evidence.

[CC.1.2.6.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[CC.1.2.6.K \(Mastered\)](#) 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.1.2.6.L \(Mastered\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.3.6.A](#) Determine a theme or central idea of a text and how it is

(Mastered)	conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CC.1.3.6.B (Mastered)	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.C (Mastered)	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 (Mastered)	Determine an author's purpose in a text and explain how it is conveyed in a text.
CC.1.3.6.E (Mastered)	Analyze how the structure of a text contributes to the development of theme, setting, and plot.
CC.1.3.6.F (Advanced)	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.G (Mastered)	Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing 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.H (Mastered)	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.1.3.6.I (Mastered)	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.1.3.6.J (Advanced)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.6.K (Mastered)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.6.D (Mastered)	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.

Topic: Changes

- Core Lesson Student Learning Outcomes:**
1. Identify and summarize the major events, problems, solutions and/or conflicts in a literary text.
 2. Predict a logical outcome based on the information in a reading selection.
 3. Analyze or evaluate the effectiveness of literary elements e.g. characterization, setting, point of view, conflict and resolution and/or plot structure.
 4. Read and respond to various types of text.
 5. Determine the meaning of words and phrases as they are used in the text.

- Core Lesson Essential Questions:**
1. How does interaction with text provoke thinking and response?
 2. How can the knowledge of language help us to communicate and understand?

- Core Lesson Big Ideas:**
1. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
 2. Effective use of vocabulary builds social and academic knowledge.

Core Lesson Materials:

Textbook Practice Book Grammar Practice Book (COPIES) Spelling Practice Book COPIES)

- Core Lesson Student**
1. **Antonym** A word that is the opposite in meaning to another word.

**Performance
Tasks:**

2. **Author's Purpose** The author's intent either to inform or teach someone about something, to entertain people or to persuade or convince his/her audience to do or not do something.
3. **Biography** A written account of another person's life.
4. **Character** A person, animal or inanimate object portrayed in a literary work.
5. **Climax** The turning point in a narrative; the moment when the conflict is at its most intense. Typically, the structure of stories, novels, and plays is one of rising action, in which tension builds to the climax.
6. **Compare/Contrast** Place together characters, situations, or ideas to show common and/or differing features in literary selections.
7. **Conflict/Problem** A struggle or clash between opposing characters, forces, or emotions.
8. **Context Clues** Words and phrases in a sentence, paragraph, and/or whole text, which help reason out the meaning of an unfamiliar word.
9. **Draw Conclusion** To make a judgment or decision based on reasoning rather than direct or implicit statement.
10. **Elements of Fiction** Traits that mark a work as imaginative or narrative discourse (e.g., plot, theme, symbol).
11. **Generalization** A conclusion drawn from specific information that is used to make a broad statement about a topic or person.
12. **Genre** A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry).
13. **Inference** A judgment based on reasoning rather than on a direct or explicit statement. A conclusion based on facts or circumstances; understanding gained by "reading between the lines."
14. **Key/Supporting Details** Points of information in a text that strongly support the meaning or tell the story. Statements that define, describe, or otherwise provide information about the topic, theme, or main idea.
15. **Main Idea** The author's central thought; the chief topic of a text expressed or implied in a word or phrase; the topic sentence of a paragraph.
16. **Opinion** A personal view, attitude, or appraisal.
17. **Plot** The structure of a story. The sequence in which the author arranges events in a story. The structure often includes the rising action, the climax, the falling action, and the resolution. The plot may have a protagonist who is opposed by an antagonist, creating what is called conflict.
18. **Point of View** The position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted (e.g., first person, third person limited, third person omniscient, etc). The perspective from which a speaker or author recounts a narrative or presents information. The author's manner in revealing characters, events, and ideas; the vantage point from which a story is told.
19. **Resolution** The portion of a story following the climax in which the conflict is resolved. The resolution of Jane Austen's *Northanger Abbey* is neatly summed up in the following sentence: "Henry and Catherine were married, the bells rang and everybody smiled."
20. **Setting** The time and place in which a story unfolds.
21. **Summarize** To capture all of the most important parts of the original text (paragraph, story, poem), but express them in a much shorter space, and as much as possible in the reader's own words.
22. **Text Organization/Structure** The author's method of structuring a text; the way a text is structured from beginning to end. In literary works, the structure could include flashback and foreshadowing, for example. In nonfiction works, the structure could include sequence, question-answer, cause-effect, etc.

Topic: Excursions Across Time

Core Lesson

Student Learning

Outcomes:

1. Identify and summarize the major events, problems, solutions and/or conflicts in a literary text.
2. Predict a logical outcome based on the information in a reading selection.
3. Analyze or evaluate the effectiveness of literary elements e.g. characterization, setting, point of view, conflict and resolution and/or plot structure.
4. Read and respond to various types of text.
5. Determine the meaning of words and phrases as they are used in the text.

**Core Lesson
Essential
Questions:**

1. How does interaction with text provoke thinking and response?
2. How can the knowledge of language help us to communicate and understand?

**Core Lesson Big
Ideas:**

1. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
2. Effective use of vocabulary builds social and academic knowledge.

**Core Lesson
Materials:**

Textbook
Practice Book
Grammar Practice Book (COPIES)
Spelling Practice Book COPIES)

**Core Lesson
Student
Performance
Tasks:**

1. **Antonym** A word that is the opposite in meaning to another word.
2. **Author's Purpose** The author's intent either to inform or teach someone about something, to entertain people or to persuade or convince his/her audience to do or not do something.
3. **Biography** A written account of another person's life.
4. **Character** A person, animal or inanimate object portrayed in a literary work.
5. **Climax** The turning point in a narrative; the moment when the conflict is at its most intense. Typically, the structure of stories, novels, and plays is one of rising action, in which tension builds to the climax.
6. **Compare/Contrast** Place together characters, situations, or ideas to show common and/or differing features in literary selections.
7. **Conflict/Problem** A struggle or clash between opposing characters, forces, or emotions.
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16. **Opinion** A personal view, attitude, or appraisal.
17. **Plot** The structure of a story. The sequence in which the author arranges events in a story. The structure often includes the rising action, the climax, the falling action, and the resolution. The plot may have a protagonist who is opposed by an antagonist, creating what is called conflict.
18. **Point of View** The position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted (e.g., first person, third person limited, third person omniscient, etc). The perspective from which a speaker or author recounts a narrative or presents information. The author's manner in revealing characters, events, and ideas; the vantage point from which a story is told.
19. **Resolution** The portion of a story following the climax in which the conflict is resolved. The resolution of Jane Austen's *Northanger Abbey* is neatly summed up in the following sentence: "Henry and Catherine were married, the bells rang and everybody smiled."

20. **Setting** The time and place in which a story unfolds.
21. **Summarize** To capture all of the most important parts of the original text (paragraph, story, poem), but express them in a much shorter space, and as much as possible in the reader's own words.
22. **Text Organization/Structure** The author's method of structuring a text; the way a text is structured from beginning to end. In literary works, the structure could include flashback and foreshadowing, for example. In nonfiction works, the structure could include sequence, question-answer, cause-effect, etc.

Topic: Accomplishments

Core Lesson

Student Learning Outcomes:

1. Identify and summarize the major events, problems, solutions and/or conflicts in a literary text.
2. Predict a logical outcome based on the information in a reading selection.
3. Analyze or evaluate the effectiveness of literary elements e.g. characterization, setting, point of view, conflict and resolution and/or plot structure.
4. Read and respond to various types of text.
5. Determine the meaning of words and phrases as they are used in the text.

Core Lesson

Essential Questions:

1. How does interaction with text provoke thinking and response?
2. How can the knowledge of language help us to communicate and understand?

Core Lesson Big Ideas:

1. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
2. Effective use of vocabulary builds social and academic knowledge.

Core Lesson

Materials:

Textbook
Practice Book
Grammar Practice Book (COPIES)
Spelling Practice Book COPIES)

Core Lesson Student Performance Tasks:

1. **Antonym** A word that is the opposite in meaning to another word.
2. **Author's Purpose** The author's intent either to inform or teach someone about something, to entertain people or to persuade or convince his/her audience to do or not do something.
3. **Biography** A written account of another person's life.
4. **Character** A person, animal or inanimate object portrayed in a literary work.
5. **Climax** The turning point in a narrative; the moment when the conflict is at its most intense. Typically, the structure of stories, novels, and plays is one of rising action, in which tension builds to the climax.
6. **Compare/Contrast** Place together characters, situations, or ideas to show common and/or differing features in literary selections.
7. **Conflict/Problem** A struggle or clash between opposing characters, forces, or emotions.
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14. **Key/Supporting Details** Points of information in a text that strongly support the meaning or tell the

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15. **Main Idea** The author's central thought; the chief topic of a text expressed or implied in a word or phrase; the topic sentence of a paragraph.

16. **Opinion** A personal view, attitude, or appraisal.

17. **Plot** The structure of a story. The sequence in which the author arranges events in a story. The structure often includes the rising action, the climax, the falling action, and the resolution. The plot may have a protagonist who is opposed by an antagonist, creating what is called conflict.

18. **Point of View** The position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted (e.g., first person, third person limited, third person omniscient, etc). The perspective from which a speaker or author recounts a narrative or presents information. The author's manner in revealing characters, events, and ideas; the vantage point from which a story is told.

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20. **Setting** The time and place in which a story unfolds.

21. **Summarize** To capture all of the most important parts of the original text (paragraph, story, poem), but express them in a much shorter space, and as much as possible in the reader's own words.

22. **Text Organization/Structure** The author's method of structuring a text; the way a text is structured from beginning to end. In literary works, the structure could include flashback and foreshadowing, for example. In nonfiction works, the structure could include sequence, question-answer, cause-effect, etc.

Topic: Challenges

Core Lesson Description:

Core Lesson Student Learning Outcomes:

1. Identify and summarize the major events, problems, solutions and/or conflicts in a literary text.
2. Predict a logical outcome based on the information in a reading selection.
3. Analyze or evaluate the effectiveness of literary elements e.g. characterization, setting, point of view, conflict and resolution and/or plot structure.
4. Read and respond to various types of text.
5. Determine the meaning of words and phrases as they are used in the text.

Core Lesson Essential Questions:

1. How does interaction with text provoke thinking and response?
2. How can the knowledge of language help us to communicate and understand?

Core Lesson Big Ideas:

1. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
2. Effective use of vocabulary builds social and academic knowledge.

Core Lesson Materials:

Textbook
Practice Book
Grammar Practice Book (COPIES)
Spelling Practice Book COPIES)

Core Lesson Student Performance Tasks:

- 1.
2. **Author's Purpose** The author's intent either to inform or teach someone about something, to entertain people or to persuade or convince his/her audience to do or not do something.
3. **Biography** A written account of another person's life.
4. **Character** A person, animal or inanimate object portrayed in a literary work.

5. **Climax** The turning point in a narrative; the moment when the conflict is at its most intense. Typically, the structure of stories, novels, and plays is one of rising action, in which tension builds to the climax.
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7. **Conflict/Problem** A struggle or clash between opposing characters, forces, or emotions.
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21. **Summarize** To capture all of the most important parts of the original text (paragraph, story, poem), but express them in a much shorter space, and as much as possible in the reader's own words.
22. **Text Organization/Structure** The author's method of structuring a text; the way a text is structured from beginning to end. In literary works, the structure could include flashback and foreshadowing, for example. In nonfiction works, the structure could include sequence, question-answer, cause-effect, etc.

Topic: Discoveries
 Core Lesson
 Description:

Core Lesson

Student Learning Outcomes:

1. Identify and summarize the major events, problems, solutions and/or conflicts in a literary text.
2. Predict a logical outcome based on the information in a reading selection.
3. Analyze or evaluate the effectiveness of literary elements e.g. characterization, setting, point of view, conflict and resolution and/or plot structure.
4. Read and respond to various types of text.
5. Determine the meaning of words and phrases as they are used in the text.

Core Lesson Essential Questions:

1. How does interaction with text provoke thinking and response?
2. How can the knowledge of language help us to communicate and understand?

Core Lesson Big Ideas:

1. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
2. Effective use of vocabulary builds social and academic knowledge

Core Lesson Materials:

Textbook
Practice Book
Grammar Practice Book (COPIES)
Spelling Practice Book COPIES)

Core Lesson Student Performance Tasks:

- 1.
2. **Author's Purpose** The author's intent either to inform or teach someone about something, to entertain people or to persuade or convince his/her audience to do or not do something.
3. **Biography** A written account of another person's life.
4. **Character** A person, animal or inanimate object portrayed in a literary work.
5. **Climax** The turning point in a narrative; the moment when the conflict is at its most intense. Typically, the structure of stories, novels, and plays is one of rising action, in which tension builds to the climax.
6. **Compare/Contrast** Place together characters, situations, or ideas to show common and/or differing features in literary selections.
7. **Conflict/Problem** A struggle or clash between opposing characters, forces, or emotions.
8. **Context Clues** Words and phrases in a sentence, paragraph, and/or whole text, which help reason out the meaning of an unfamiliar word.
9. **Draw Conclusion** To make a judgment or decision based on reasoning rather than direct or implicit statement.
10. **Elements of Fiction** Traits that mark a work as imaginative or narrative discourse (e.g., plot, theme, symbol).
11. **Generalization** A conclusion drawn from specific information that is used to make a broad statement about a topic or person.
12. **Genre** A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry).
13. **Inference** A judgment based on reasoning rather than on a direct or explicit statement. A conclusion based on facts or circumstances; understanding gained by "reading between the lines."
14. **Key/Supporting Details** Points of information in a text that strongly support the meaning or tell the story. Statements that define, describe, or otherwise provide information about the topic, theme, or main idea.
15. **Main Idea** The author's central thought; the chief topic of a text expressed or implied in a word or phrase; the topic sentence of a paragraph.
16. **Opinion** A personal view, attitude, or appraisal.
17. **Plot** The structure of a story. The sequence in which the author arranges events in a story. The structure often includes the rising action, the climax, the falling action, and the resolution.

The plot may have a protagonist who is opposed by an antagonist, creating what is called conflict.

18. Point of View The position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted (e.g., first person, third person limited, third person omniscient, etc). The perspective from which a speaker or author recounts a narrative or presents information. The author's manner in revealing characters, events, and ideas; the vantage point from which a story is told.

19. Resolution The portion of a story following the climax in which the conflict is resolved. The resolution of Jane Austen's *Northanger Abbey* is neatly summed up in the following sentence: "Henry and Catherine were married, the bells rang and everybody smiled."

20. Setting The time and place in which a story unfolds.

21. Summarize To capture all of the most important parts of the original text (paragraph, story, poem), but express them in a much shorter space, and as much as possible in the reader's own words.

22. Text Organization/Structure The author's method of structuring a text; the way a text is structured from beginning to end. In literary works, the structure could include flashback and foreshadowing, for example. In nonfiction works, the structure could include sequence, question-answer, cause-effect, etc.

Topic: Taking Action

Core Lesson Description:

Core Lesson Student Learning Outcomes:

1. Identify and summarize the major events, problems, solutions and/or conflicts in a literary text.
2. Predict a logical outcome based on the information in a reading selection.
3. Analyze or evaluate the effectiveness of literary elements e.g. characterization, setting, point of view, conflict and resolution and/or plot structure.
4. Read and respond to various types of text.
5. Determine the meaning of words and phrases as they are used in the text.

Core Lesson Essential Questions:

- 1.. How does interaction with text provoke thinking and response?
2. How can the knowledge of language help us to communicate and understand?

Core Lesson Big Ideas:

1. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
2. Effective use of vocabulary builds social and academic knowledge.

Core Lesson Materials:

Textbook
Practice Book
Grammar Practice Book (COPIES)
Spelling Practice Book COPIES)

Core Lesson Student Performance Tasks:

- 1.
2. **Author's Purpose** The author's intent either to inform or teach someone about something, to entertain people or to persuade or convince his/her audience to do or not do something.
3. **Biography** A written account of another person's life.
4. **Character** A person, animal or inanimate object portrayed in a literary work.
5. **Climax** The turning point in a narrative; the moment when the conflict is at its most intense. Typically, the structure of stories, novels, and plays is one of rising action, in which tension builds to the climax.
6. **Compare/Contrast** Place together characters, situations, or ideas to show common and/or differing features in literary selections.

7. **Conflict/Problem** A struggle or clash between opposing characters, forces, or emotions.
8. **Context Clues** Words and phrases in a sentence, paragraph, and/or whole text, which help reason out the meaning of an unfamiliar word.
9. **Draw Conclusion** To make a judgment or decision based on reasoning rather than direct or implicit statement.
10. **Elements of Fiction** Traits that mark a work as imaginative or narrative discourse (e.g., plot, theme, symbol).
11. **Generalization** A conclusion drawn from specific information that is used to make a broad statement about a topic or person.
12. **Genre** A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry).
13. **Inference** A judgment based on reasoning rather than on a direct or explicit statement. A conclusion based on facts or circumstances; understanding gained by "reading between the lines."
14. **Key/Supporting Details** Points of information in a text that strongly support the meaning or tell the story. Statements that define, describe, or otherwise provide information about the topic, theme, or main idea.
15. **Main Idea** The author's central thought; the chief topic of a text expressed or implied in a word or phrase; the topic sentence of a paragraph.
16. **Opinion** A personal view, attitude, or appraisal.
17. **Plot** The structure of a story. The sequence in which the author arranges events in a story. The structure often includes the rising action, the climax, the falling action, and the resolution. The plot may have a protagonist who is opposed by an antagonist, creating what is called conflict.
18. **Point of View** The position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted (e.g., first person, third person limited, third person omniscient, etc). The perspective from which a speaker or author recounts a narrative or presents information. The author's manner in revealing characters, events, and ideas; the vantage point from which a story is told.
19. **Resolution** The portion of a story following the climax in which the conflict is resolved. The resolution of Jane Austen's *Northanger Abbey* is neatly summed up in the following sentence: "Henry and Catherine were married, the bells rang and everybody smiled."
20. **Setting** The time and place in which a story unfolds.
21. **Summarize** To capture all of the most important parts of the original text (paragraph, story, poem), but express them in a much shorter space, and as much as possible in the reader's own words.
22. **Text Organization/Structure** The author's method of structuring a text; the way a text is structured from beginning to end. In literary works, the structure could include flashback and foreshadowing, for example. In nonfiction works, the structure could include sequence, question-answer, cause-effect, etc.

Unit: Writing

Unit

Description:

Students learn and follow the steps of the writing process, including brainstorming, draft, editing, and final copy.

Unit Student Learning Outcomes:

1. Identify and apply the steps of the writing process.
2. Write effectively in various genres for various audiences.
3. Establish and maintain a formal style.
4. Use a variety of transition words, phrases, and clauses to convey sequence.
5. Provide a concluding paragraph that follows from the presented information.

Unit Essential Questions:

1. What role does writing play in our lives?
2. How do we develop into effective writers?
3. To what extent does the writing process contribute to the quality of writing?

- Unit Big Ideas:** 1. [Writing is a means of documenting thinking.](#)
2. [Writing is a recursive process that conveys ideas, thoughts and feelings.](#)

Unit Materials: Writing Workshop Tri-Folder

- Unit Assignments:** 1. Autobiography
2. My Special Place
4. Poetry
5. Children's Books

- Unit Key Terminology & Definitions:**
1. **Diction** An author's choice of words, phrases, sentence structures and figurative language, which combine to help create meaning and tone.
 2. **Exposition** A narrative device, often used at the beginning of a work that provides necessary background information about the characters and their circumstances.
 3. **Informational Text** Nonfiction written primarily to convey factual information. Informational texts comprise the majority of printed material adults read (e.g., textbooks, newspapers, reports, directions, brochures, technical manuals).
 4. **Narrative** A story, actual or fictional, expressed orally or in text.

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.4.6.A \(Mastered\)](#) informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

[CC.1.4.6.B \(Mastered\)](#) Identify and introduce the topic for the intended audience.

[CC.1.4.6.E \(Mastered\)](#) 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 \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.6.G \(Mastered\)](#) Write arguments to support claims.

[CC.1.4.6.H \(Mastered\)](#) Introduce and state an opinion on a topic.

[CC.1.4.6.K \(Mastered\)](#) 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.L \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.6.M \(Mastered\)](#) Write narratives to develop real or imagined experiences or events.

[CC.1.4.6.N \(Mastered\)](#) Engage and orient the reader by establishing a context and introducing a narrator and/or characters.

[CC.1.4.6.O \(Mastered\)](#) Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

[CC.1.4.6.P \(Mastered\)](#) 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 \(Mastered\)](#) Write with an awareness of the stylistic aspects of writing.

? Vary sentence patterns for meaning, reader/listener

CC.1.4.6.R (Advanced)	interest, and style. ? Use precise language. ? Develop and maintain a consistent voice.
CC.1.4.6.T (Mastered)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.6.U (Mastered)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CC.1.4.6.X (Mastered)	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.
CC.1.5.6.A (Mastered)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.6.D (Mastered)	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.F (Mastered)	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
CC.1.5.6.G (Advanced)	Include multimedia components and visual displays in presentations to clarify information. Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.

Topic: My Special Place

- Core Lesson Student Learning Outcomes:**
1. Identify the steps of the writing process.
 2. Write effectively in various genres for various audiences.
 3. Establish and maintain a formal style.
 4. Use a variety of transition words, phrases, and clauses to convey sequence.
 5. Provide a concluding paragraph that follows from the presented information.

- Core Lesson Essential Questions:**
1. What role does writing play in our lives?
 2. How do we develop into effective writers?
 3. To what extent does the writing process contribute to the quality of writing?

- Core Lesson Big Ideas:**
1. [Writing is a means of documenting thinking.](#)
 2. [Writing is a recursive process that conveys ideas, thoughts and feelings.](#)

Core Lesson Materials: Writing Workshop Tri-Folder
Writing Handouts
Writing Rubrics

- Core Lesson Assignments:**
1. My Special Place Paper

- Core Lesson Student Performance Tasks:**
1. **Diction** An author's choice of words, phrases, sentence structures and figurative language, which combine to help create meaning and tone.
 2. **Exposition** A narrative device, often used at the beginning of a work that provides necessary background information about the characters and their circumstances.
 3. **Informational Text** Nonfiction written primarily to convey factual information. Informational texts comprise the majority of printed material adults read (e.g., textbooks, newspapers, reports, directions, brochures, technical manuals).
 4. **Narrative** A story, actual or fictional, expressed orally or in text.

Topic: Autobiography

- Core Lesson Student Learning Outcomes:**
1. Identify the steps of the writing process.
 2. Write effectively in various genres for various audiences.
 3. Establish and maintain a formal style.
 4. Use a variety of transition words, phrases, and clauses to convey sequence.

5. Provide a concluding paragraph that follows from the presented information.

Core Lesson Essential Questions:

1. What role does writing play in our lives?
2. How do we develop into effective writers?
3. To what extent does the writing process contribute to the quality of writing?

Core Lesson Big Ideas:

1. [Writing is a means of documenting thinking.](#)
2. [Writing is a recursive process that conveys ideas, thoughts and feelings.](#)

Core Lesson Materials:

Writing Workshop Tri-Folder
Writing Handouts
Writing Rubrics

Core Lesson Assignments:

1. Autobiography Paper

Core Lesson Student Performance Tasks:

1. **Diction** An author's choice of words, phrases, sentence structures and figurative language, which combine to help create meaning and tone.
2. **Exposition** A narrative device, often used at the beginning of a work that provides necessary background information about the characters and their circumstances.
3. **Informational Text** Nonfiction written primarily to convey factual information. Informational texts comprise the majority of printed material adults read (e.g., textbooks, newspapers, reports, directions, brochures, technical manuals).
4. **Narrative** A story, actual or fictional, expressed orally or in text.

Topic: Children's Book

Core Lesson Student Learning Outcomes:

1. Identify the steps of the writing process.
2. Write effectively in various genres for various audiences.
3. Establish and maintain a formal style.
4. Use a variety of transition words, phrases, and clauses to convey sequence.
5. Provide a concluding paragraph that follows from the presented information.

Core Lesson Essential Questions:

1. What role does writing play in our lives?
2. How do we develop into effective writers?
3. To what extent does the writing process contribute to the quality of writing?

Core Lesson Big Ideas:

1. [Writing is a means of documenting thinking.](#)
2. [Writing is a recursive process that conveys ideas, thoughts and feelings.](#)

Core Lesson Materials:

Writing Workshop Tri-Folder
Writing Handouts
Writing Rubrics

Core Lesson Assignments:

1. Children's Book Book Report
2. Original Children's Book

Core Lesson Student Performance Tasks:

1. **Diction** An author's choice of words, phrases, sentence structures and figurative language, which combine to help create meaning and tone.
2. **Exposition** A narrative device, often used at the beginning of a work that provides necessary background information about the characters and their circumstances.
3. **Informational Text** Nonfiction written primarily to convey factual information. Informational texts comprise the majority of printed material adults read (e.g., textbooks, newspapers, reports, directions, brochures, technical manuals).
4. **Narrative** A story, actual or fictional, expressed orally or in text.

Topic: Poetry

Core Lesson Student Learning Outcomes:

1. Identify the steps of the writing process.
2. Write effectively in various genres for various audiences.
3. Establish and maintain a formal style.
4. Use a variety of transition words, phrases, and clauses to convey sequence.

5. Provide a concluding paragraph that follows from the presented information.

**Core Lesson
Essential
Questions:**

1. What role does writing play in our lives?
2. How do we develop into effective writers?
3. To what extent does the writing process contribute to the quality of writing?

**Core Lesson Big
Ideas:**

1. [Writing is a means of documenting thinking.](#)
2. [Writing is a recursive process that conveys ideas, thoughts and feelings.](#)

**Core Lesson
Materials:**

Writing Workshop Tri-Folder
Writing Handouts
Writing Rubrics

**Core Lesson
Assignments:**

1. Interview with a peer or an adult.