

ELA Grade 6 (dev. June 2019)

	PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments
September -- 2-2.5 Weeks	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.	Plot, Characterization, Point of View, Theme, Setting	Pixar Shorts	Fiction	Students create a list of essential elements in a narrative. Class discussion about the lists, and then the class generates the master list to use with upcoming lessons.	Master list of essential fictional elements.
	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.	Plot, Characterization, Point of View, Theme, Setting	Ready Common Core Lesson 6, Pixar Shorts	Fiction	PowerPoint on plot. Pixar shorts will be used to reinforce the elements.	Ready Common Core Lesson 6 Assessment: "From Black Beauty" (Possible HW)
	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.	Plot/Characterization	"The Dinner Party" Mona Gardner	Fiction	Starting Activity: Read the short story in class. Complete plot map/Freytag Pyramid for the story. Use plot map to discuss theme.	Plot Map Worksheet
	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.	Plot/Characterization	Tangerine Edward Bloor and **Short Story on Rescue**	Fiction	Discuss the chapter where the sinkhole appears under the classroom. Read the short story and fill in the worksheet comparing the story to the chapter in Tangerine where the classroom sinks.	Worksheet: Amazing Rescues (From: Life's Lessons Unit 3 -- pp 193-194)
	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.	Plot/Characterization	Tangerine Edward Bloor	Fiction	Novel Structure: Conflict and Plot worksheet. To be used with Pixar film(s) and then the text of <i>Tangerine</i> .	Novel Structure: Conflict and Plot (From: Life's Lessons Unit 3 -- p 209)

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	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.	Theme/Central Idea	<i>Tangerine</i> Edward Bloor	Fiction	Opening discussion using the Prestwick House Anticipatory Set. Students complete the set independently then work with a group then full class discussion that leads into the themes and central idea of the text.	Prestwick House Anticipatory Set
	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.	Theme/Central Idea	<i>Tangerine</i> Edward Bloor	Fiction	Tug of War activity using the question from the Anticipatory Set: "It should be expected that kids will make poor decisions; therefore, they should be given a second chance."	Tug of War board with post-it notes
	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.	Theme/Central Idea	<i>Tangerine</i> Edward Bloor	Fiction	Students work in groups to examine a provided theme and find evidence of that theme from the text.	Theme chart worksheet
	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.	Analysis of textual element	<i>Tangerine</i> Edward Bloor	Fiction	Using a specific scene from the text (p 130) and rewrite the perspective to that of Erik.	Narrative of a scene from the text from Erik's point of view.
	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).	Meanings of unknown words/phrases	<i>Tangerine</i> Edward Bloor	Fiction	Stop and discuss connotation/denotation as applicable to discuss core ideas and textual examples.	As applicable to worksheets and class discussions.

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	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.	Characterization	Tangerine Edward Bloor and Hoot Carl Hiaasen	Fiction	Students will complete a worksheet with two gingerbread people on them -- one for Paul Fisher and one for Roy Eberhardt. In the gingerbread people they need to give five examples of characterization with evidence from the text to support it.	Assessment: Gingerbread Person

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September - October	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.	Plot	<i>Hoot</i> Carl Hiaasen	Fiction	Part 1 -- ch 1-6	
	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.	Characterization	<i>Hoot</i> Carl Hiaasen	Fiction	Character Chart where the students write quotes from the text that support their ideas about the characters. This chart will help students complete the gingerbread person.	Character Chart
	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.	Characterization	<i>Hoot</i> Carl Hiaasen	Fiction	Ongoing Activity: Gingerbread Person -- Quotes that support the character traits (not physical). One at the start and one at the end of the text.	Ongoing Gingerbread Person. Final assessment: reflection on the choices made.
	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.	Text Structure/Analysis	<i>Hoot</i> Carl Hiaasen	Fiction	Part 2 -- ch 7-12	
		Analysis of scene/character(s)	<i>Hoot</i> Carl Hiaasen	Fiction	Students will create a license plate for a character in the text. The plate needs to reflect something about that character.	License Plate
October	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.	Compare/Contrast	<i>Hoot</i> Carl Hiaasen	Fiction	Part 3 -- ch 13-17	
					Chapter 13 -- Roy talks to his mother about Mullet Fingers living situation.	Ticket Out -- What does the italicized word say about how Roy's mother feels? How are their family situations different?
		Compare/Contrast	<i>Hoot</i> Carl Hiaasen	Fiction	Resource Topics can include themes of: endangered species, man in the natural world, rules and order, friendship, family, etc.	Compare/Contrast Theme Poster -- Two sided organization; quotes from a min. of two sources to support included images.

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	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.	Theme	<i>Hoot</i> Carl Hiaasen	Fiction	Part 4 -- ch 18-Epilogue	
		Theme	<i>Hoot</i> Carl Hiaasen	Fiction	Supplemental reading based on selected themes of: endangered species, man in the natural world, rules and order, friendship, family, lies and deceit, education, cunning and cleverness, identity, contrasting regions (Montana v. Florida)-- TBD	Worksheet: Theme Scavenger Hunt -- using given themes, students will work in groups to identify textual evidence/support.
	E.1.1 -- 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. 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). E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts. 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. E.1.1.5 Establish and maintain a formal style. E.1.1.6 Provide a concluding section that follows from the analysis presented.					
		Constructing a response	<i>Hoot</i> Carl Hiaasen	Non-Fiction	Short writing on suggested topics regarding activism. (Environmental Issues, Animal Abandonment, Bullying)	One page response
		How to Answer a TDA	PowerPoint and "Today's Lesson: Hip-Hop" Anita Perry		The teacher will use direct instruction to go over the PowerPoint "TDA How To." The students will then work through a packet that reinforces the main ideas.	Worksheet/Packet

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		Character Change Assessment	"The Perfect Swim" S.L. Rottman	Fiction	TDA	TDA

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November - December -- 5 Weeks	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).	Vocabulary and Word Choice	Echoes and Reflections (Web): "Studying the Holocaust -- Part I"	Non-Fiction	Review key words for the unit. Discuss the difference between human and natural catastrophe. Discuss the vocabulary featured on the Echoes and Reflections web page.	Vocab List with unit critical vocabulary and definitions.
	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.	Author's point of view/purpose and how it was conveyed.	Echoes and Reflections (Web): "Antisemitism -- Part I"	Non-Fiction	Using the resources from Echoes and Reflections we will review the resources such as the pre-war map and video testimonials.	Class discussions about the pre-war life, personal situations, and map of Germany/Europe.
	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.	Textual Evidence and Support of Analysis; Author's point of view/purpose and how it was conveyed.	"Children Who Escaped the Nazis" Packet	Non-Fiction	Students work with their groups to complete the reading/worksheets in the packet. Anything not complete at the end of the period becomes homework.	Complete "Children Who Escaped the Nazis" Packet
	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.	Author's point of view/purpose and how it was conveyed.	Echoes and Reflections (Web): "Antisemitism -- Part II"	Non-Fiction	Using the resources from Echoes and Reflections we will review the resources such as the pre-war map and video testimonials. Images of German propaganda for analysis.	Class discussions about propaganda and the Nazi agenda.
	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.	Author's point of view/purpose and how it was conveyed.	<i>Ten Thousand Children</i> Anne L Fox and Eva Abraham-Podietz	Non-Fiction	Read "To The Reader" in class.	Ticket Out: Why do you think the authors use this introduction to the text to reach out to the reader and express their purpose and point of view of the Holocaust and necessity of the Kindertransport?

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	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.	Author's point of view/purpose and how it was conveyed.	Echoes and Reflections (Web): "Studying the Holocaust -- Part II"; <i>Ten Thousand Children</i> Anne L Fox and Eva Abraham-Podietz	Non-Fiction	Using the resources from Echoes and Reflections we will review the resources such as the pre-war map and video testimonials. Images of German propaganda for analysis. Students will follow up by reading the Kristallnacht chapter from <i>Ten Thousand Children</i> .	Class discussions about propaganda and the Nazi agenda and how that lead to Kristallnacht. Students will write a diary entry of a survivor and what they experienced that night (based on the resources used in class).
	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.	Textual Evidence and Support of Analysis	Resources TBD (Scope articles)	Non-Fiction	Read two short articles (TBD) and complete the worksheet on how the argument was structured and what evidence was included.	Worksheets
	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.		<i>Ten Thousand Children</i> Anne L Fox and Eva Abraham-Podietz	Non-Fiction		
		Evaluating Argument	Articles with opposing viewpoints (TBD) and <i>Ten Thousand Children</i> Anne L. Fox and Eva Abraham-Podietz	Non-Fiction	Read resources and complete the worksheet on Evaluating Argument. The first resources are clearly divided on an issue, so this makes their perspective clear. Once this is finished, the students will then look at more subtle argument structures for the Holocaust.	"Tracing An Author's Argument" Worksheet
	B-K.1.1.3 -- Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).					
		Text Structure	<i>Ten Thousand Children</i> Anne L Fox and Eva Abraham-Podietz	Non-Fiction	Look at the titles of each of the chapters, the documents and photos, updates, etc. and see how the author effectively included them. (Type set, organization of pages, framing of information, etc.)	Textbook walk worksheet
		Text Structure		Non-Fiction	Students write a narrative of an event. They should use the text as an expert document to mirror. The "Update" should be written in third person.	Final Draft of "Chapter."

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	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.					
	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).					
		Evaluating Argument	Articles with opposing viewpoints (TBD) and <i>Ten Thousand Children</i> Anne L. Fox and Eva Abraham-Podietz	Non-Fiction	Read resources and complete the worksheet on Evaluating Argument. The first resources are clearly divided on an issue, so this makes their perspective clear. Once this is finished, the students will then look at more subtle argument structures for the Holocaust.	"Tracing An Author's Argument" Worksheet
	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).					
		Compare/Contrast author's presentation of events.	<i>Ten Thousand Children</i> Anne L. Fox and Eva Abraham-Podietz	Non-Fiction	Looking at two (or more) chapters from <i>Ten Thousand Children</i> students will compare/contrast the representations of events/experiences.	Venn Diagram Worksheet
	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.					
		Vocabulary/Unknown Words	<i>Ten Thousand Children</i> Anne L. Fox and Eva Abraham-Podietz	Non-Fiction	Word Splash with keywords pulled from the text (words defined in the margins). This activity is to be completed at the start and end of the unit.	Word Splash with keywords pulled from the text (words defined in the margins). This activity is to be completed at the start and end of the unit.

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		Unknown words, words in context, root words, word meaning	<i>Ten Thousand Children</i> Anne L Fox and Eva Abraham-Podietz	Non-Fiction	The students will use the defined terms on the margins of pages in the text to identify key words, unfamiliar vocabulary, etc.	Matching quiz where students need to pair the word with the definition. These words/definitions will come from the text.
	<p>E.1.1 -- 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.</p> <p>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).</p> <p>E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>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.</p> <p>E.1.1.5 Establish and maintain a formal style.</p> <p>E.1.1.6 Provide a concluding section that follows from the analysis presented.</p>					TDA

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December - January	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.					
		Point of View	Bud, Not Buddy Christopher Paul Curtis	Fiction	Discuss author's choice to have Bud as the speaker of the text. Consider how Bud's rules craft his point of view (Why do you think Bud developed these rules? What do they tell us about Bud?)	Students develop their own list similar to Bud's.
	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.					
		Author's Purpose	<i>Bud, Not Buddy</i> Christopher Paul Curtis	Fiction	Read resources and discuss/model Authorial Empathy connections at a level 1, 4, and 7.	Ticket out: Authorial Empathy for ch ** in Bud, Not Buddy. Response at level 1.
		Point of View	Bud, Not Buddy Christopher Paul Curtis	Fiction	Discuss author's choice to have Bud as the speaker of the text. Consider how Bud's rules craft his point of view (Why do you think Bud developed these rules? What do they tell us about Bud?)	Students develop their own list similar to Bud's.
		Plot, Theme, Characterization	<i>Bud, Not Buddy</i> Christopher Paul Curtis	Fiction	Worksheet: Identify key elements of plot, theme, and characters.	Groups will work together to create a Slides Presentation that acts as a trailer for the novel.
	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.					

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		Author's Purpose	<i>Bud, Not Buddy</i> Christopher Paul Curtis	Fiction	Authorial Empathy -- Level 1 activities with an inclusion of grammar.	Ticket Out: Level 1 response to text.
	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).					
		Unknown Words	<i>Bud, Not Buddy</i> Christopher Paul Curtis	Fiction	Vocab Hunt: Students find unknown words from the text. They give their own definitions based on the context clues. Then they share out their words with their group.	Vocab Hunt Chart
	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).					
		Connotation/Denotation	<i>Bud, Not Buddy</i> Christopher Paul Curtis	Fiction	Students review teacher pulled words to determine if they have a positive or negative connotation. Then they can find the dictionary definition.	Vocab worksheet
		Connotation/Denotation	<i>Bud, Not Buddy</i> Christopher Paul Curtis	Fiction	Students review a section of the text and determine what purposeful inclusion of connotation the author used.	Chart

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	<p>E.1.1 -- 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.</p> <p>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).</p> <p>E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>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.</p> <p>E.1.1.5 Establish and maintain a formal style.</p> <p>E.1.1.6 Provide a concluding section that follows from the analysis presented.</p>					TDA

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February - March	(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.)		<i>The Boy Who Harnessed The Wind</i> William Kamkwamba and Bryan Mealer			
	(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.)					
		Central Idea(s)	<i>The Boy Who Harnessed The Wind</i> William Kamkwamba and Bryan Mealer	Non-Fiction	Round Table Review: Students number their page 1-5 and then write down one central idea from the reading then pass the paper to a partner. By the end of the activity the student ends with their paper and notes of important information from four others.	Round Table Review Worksheet
	(B-K.1.1.3 -- Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).)					
	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.					
		How a section of the text fits into the overall structure and contributes to the development of ideas.	<i>The Boy Who Harnessed The Wind</i> William Kamkwamba and Bryan Mealer	Non-Fiction	Reread chapter 4 "The Uncertain Life of an African Farmer." (pp 62-68) Discuss how this is a turning point in the text.	Make a prediction about what will happen next. How do you think this chapter will function as a turning point in the text?
		Structure and Development	<i>The Boy Who Harnessed The Wind</i> William Kamkwamba and Bryan Mealer	Non-Fiction	Students will create an eight frame comic for a scene in the text.	Comic Strip
	B-C.2.1.3 -- Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.					

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		How the author uses technical meanings in a text.	<i>The Boy Who Harnessed The Wind</i> William Kamkwamba and Bryan Mealer	Non-Fiction	Continued discussions on how Kamkwamba and Mealer incorporated the technical elements of William's inventions throughout the text.	Ticket out: Looking at pp **.* why did Kamkwamba and Mealer incorporate technical language into this portion of the text?
	<p>B-V.4.1.2 -- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</p>					
	<p>E.1.1 -- 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.</p> <p>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).</p> <p>E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>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.</p> <p>E.1.1.5 Establish and maintain a formal style.</p> <p>E.1.1.6 Provide a concluding section that follows from the analysis presented.</p>					TDA

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May - June	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.	Central Idea	CommonLit: "About Treacher Collins Syndrome"	NonFiction	Students will read and respond to the article.	CommonLit assessment (multiple choice and open ended questions).
	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.	Central Idea	20/20 Video on Treacher Collins Syndrome and R.J. Palacio	NonFiction	Watch the 20/20 video on Treacher Collins Syndrome and R.J. Palacio	Classroom discussion on the video and the connection to the text.
	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.	Character Traits	<i>Wonder</i> R.J. Palacio	Fiction	Students will create a stylized self portrait (using a template) and individual precept.	Self portrait with precept.
	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.	Theme	<i>Wonder</i> R.J. Palacio	Fiction	Students write an answer to the following: "What would your monument be?"	Written response to prompt.
	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.	Inferencing	<i>Wonder</i> R.J. Palacio	Fiction	Students will write the other side of the conversation between Jack Will's mother and Mr. Tushman (p 134)	Written response to prompt.
	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.	Characterization	<i>Wonder</i> R.J. Palacio	Fiction	Dynamic v. Static characters: Jack v Julian. Students will examine the character development between Jack and Julian through Jack's section of the text (up to p 185).	Static or Dynamic Character Analysis worksheet

Month	PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments
	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.	Characterization	<i>Wonder</i> R.J. Palacio	Fiction	Character Pinwheel -- students work in groups to fill in a pinwheel around the <i>Wonder</i> faces of the characters: August, Via, Summer, Jack, Justin, Miranda. Students should include quotes, character traits, relationships with other characters, etc...	Character Pinwheel
	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.	Theme	<i>Wonder</i> R.J. Palacio	Fiction	Cootie Catcher--Students will craft their own cootie catcher that includes four themes from the text and quotes to support each theme.	Cootie Catcher
	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.	Analysis	<i>Wonder</i> R.J. Palacio	Fiction	Class discussion on the part of the text where Jack punches Julian (p 154). The discussion should focus on an analysis of the changes/character development in Jack (and consistency of Julian's character).	Class discussion.
	(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).)	Word usage/meaning	<i>Wonder</i> R.J. Palacio	Fiction	Students will examine the following words: monument, [scientific terms related Augie's differences]	Class discussions and usage of prior unknown words in discussion/assignments.
	(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, un wasteful, thrifty).)	Figurative Language	<i>Wonder</i> R.J. Palacio	Fiction	Students will work with groups to fill out the Figurative Language in <i>Wonder</i> worksheet.	Figurative Language in <i>Wonder</i> Chart

Month	PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments
	<p>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.</p> <p>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).</p> <p>E.1.1.3 -- Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>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.</p> <p>E.1.1.5 -- Establish and maintain a formal style.</p> <p>E.1.1.6 -- Provide a concluding section that follows from the analysis presented.</p>		<i>Wonder</i> R.J. Palacio	Fiction	TDA	TDA