

---

# Sixth Grade Language Arts

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District  
Curriculum Guide**

**Sixth Grade Language Arts**

**Prerequisite:**

- Successful completion of fifth grade.

**Course Description:**

In sixth grade:

Students will have the opportunity to read grade-appropriate, literature and informational text and cite textual evidence to support analyses.

Students will have the opportunity to examine how authors use reasons to make their points and support arguments with evidence, separating unsupported ideas from those backed by evidence.

Students will have the opportunity to analyze both the structure and content of complex, grade-appropriate texts, determining how sentences and paragraphs within texts influence and contribute to the unfolding of a plot and the development and elaboration of events or ideas.

Students will have the opportunity to share their findings in class discussions, practicing how logically to sequence ideas and highlight the themes and key details they find most persuasive.

Students will have the opportunity to explore the areas of reading, writing, speaking and listening, and language in an effort to make students able to read and write confidently in all subject areas.

Students will have the opportunity to expand their vocabularies as they become more attuned to using context, knowledge of Greek and Latin roots and affixes, and word analysis to determine the meaning of academic words.

Additionally, students will have the opportunity to develop proficiency in writing argumentative, informative, and narrative texts. They should learn to clearly show and develop their topic or theme with proper language and grammar. Students should also learn more about the editing and revising process for their essays. The students should learn how to conduct research in order to answer a question, gather information from various but accurate sources. They should be able to support their writing using evidence found in other texts.

**Dunmore School District  
Curriculum Guide**

The students will have the opportunity to collaborate with others on grade level appropriate content by coming to discussions prepared and following rules for friendly discussions.

In all aspects of their writing and speaking students should show an appropriate command of the English language in terms of grammar, punctuation, spelling, and usage.

**Special Education:**

After a student has been evaluated and found to be eligible for specially designed instruction under one of the 13 disability categories, an individualized education plan will be developed to help the student succeed through a more intense intervention program. Special Education is the practice of educating students in a way that addresses their individual differences and needs. The purpose of special education is to provide equal access to education for children ages birth through 21 by providing specialized services that will lead to school success in general education. Our goal for each student is for him/her to be educated in his/her least restrictive environment with additional supports by way of specially designed instruction. After all interventions in the general education setting have been exhausted and the student is still not making progress, students can receive direct instruction in a special education classroom. Direct instruction provides more intense intervention and replacement instruction in order to minimize skill deficits. In our special education classrooms, students will have access to the standards-based general education curriculum, as well as using various research-based intervention programs. Resources and activities will be adjusted based on individual student needs. Suggested time found within the curriculum will be adjusted as needed per individual student's needs.

Special Education Strategies can be located in the IEP Enhancements table located in Appendix: A at the end of this document.

**Dunmore School District  
Curriculum Guide**

Year-at-a-glance

<b>Subject: Sixth Grade Language Arts</b>	<b>Grade Level: 6</b>	<b>Date Completed: 3/12/2019</b>
---	-----------------------	----------------------------------

**1<sup>st</sup> Quarter**

<b>Topic</b>	<b>Resources</b>	<b>Standards</b>
<b>Informational Text (Theme 1: To be determined)</b>	<b>Approved Textbook</b>  <b>Various Informational Texts and Exemplars</b>  <b>NEWSLA</b>  <b>Readworks.org</b>  <b>Scholastic Storyworks</b>  <b>Teachers Pay Teachers</b>	<b>1.2 Reading Informational Text</b>
<b>Literature Text (Theme 1: To be determined)</b>	<b>Approved Text</b>  <b>Various Literature Texts and Exemplars</b>  <b>Scholastic Storyworks</b>	<b>1.3 Reading Literature</b>
<b>Writing (Theme 1: To be determined)</b>	<b>Collin’s Writing Program</b>  <b>Grade Appropriate FCAs</b>  <b>Scholastic Storyworks</b>	<b>1.4 Writing</b>

Dunmore School District  
Curriculum Guide

<b>Language and Conventions:</b> <i>sentences, commonly confused words, nouns, prepositions, commas, end punctuation, quotations.</i>	<b>Approved Textbook</b>  <b>Teachers Pay Teachers</b>	<b>1.4 Writing</b>
---	--	--------------------

**Dunmore School District  
Curriculum Guide**

**2<sup>nd</sup> Quarter**

Topic	Resources	Standards
<b>Informational Text (Theme 2: To be determined)</b>	<b>Approved Textbook</b>  <b>Various Informational Texts and Exemplars</b>  <b>NEWSELA</b>  <b>Readworks.org</b>  <b>Scholastic Storyworks</b>  <b>Teachers Pay Teachers</b>	<b>1.2 Reading Informational Text</b>
<b>Literature Text (Theme 2: To be determined)</b>	<b>Approved Text</b>  <b>Various Literature Texts and Exemplars</b>  <b>Scholastic Storyworks</b>	<b>1.3 Reading Literature</b>
<b>Writing (Theme 2: To be determined)</b>	<b>Collin’s Writing Program</b>  <b>Grade Appropriate FCAs</b>  <b>Scholastic Storyworks</b>	<b>1.4 Writing</b>
<b>Language and Conventions: <i>verbs, tense shifts, subject-verb agreement, parenthesis, dashes, colon, semi-colon</i></b>	<b>Approved Textbook</b>  <b>Teachers Pay Teachers</b>	<b>1.4 Writing</b>

**Dunmore School District  
Curriculum Guide**

**3<sup>rd</sup> Quarter**

Topic	Resources	Standards
<b>Informational Text (Theme 3: To be determined)</b>	<b>Approved Textbook</b>  <b>Various Informational Texts and Exemplars</b>  <b>NEWSELA</b>  <b>Readworks.org</b>  <b>Scholastic Storyworks</b>  <b>Teachers Pay Teachers</b>	<b>1.2 Reading Informational Text</b>
<b>Literature Text (Theme 3: To be determined)</b>	<b>Approved Text</b>  <b>Various Literature Texts and Exemplars</b>  <b>Scholastic Storyworks</b>	<b>1.3 Reading Literature</b>
<b>Writing (Theme 3: To be determined)</b>	<b>Collin’s Writing Program</b>  <b>Grade Appropriate FCAs</b>  <b>Scholastic Storyworks</b>	<b>1.4 Writing</b>

Dunmore School District  
Curriculum Guide

<b>Language and Conventions: <i>Pronoun cases, intensive pronouns, vague pronouns, antecedents, writing numbers</i></b>	<b>Approved Textbook</b>  <b>Teachers Pay Teachers</b>	<b>1.4 Writing</b>
---	--	--------------------



**Dunmore School District  
Curriculum Guide**

**4<sup>th</sup> Quarter**

Topic	Resources	Standards
Informational Text (Theme 4: To be determined)	Approved Textbook  Various Informational Texts and Exemplars  NEWSELA  Readworks.org  Scholastic Storyworks  Teachers Pay Teachers	1.2 Reading Informational Text
Literature Text (Theme 4: To be determined)	Approved Text  Various Literature Texts and Exemplars  Scholastic Storyworks	1.3 Reading Literature
Writing (Theme 4: To be determined)	Collin's Writing Program  Grade Appropriate FCAs  Scholastic Storyworks	1.4 Writing
Language and Conventions: <i>modifiers and interjections</i>	Approved Textbook  Teachers Pay Teachers	1.4 Writing
Continual development and enrichment of all skill areas		1.2, 1.3, 1.4

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>The Writing Process</b>	Process of writing Ways to organize  <b>Vocabulary</b> <ul style="list-style-type: none"> <li>• prewrite</li> <li>• draft</li> <li>• revise</li> <li>• edit</li> <li>• publish</li> <li>• introduction</li> <li>• conclusion</li> <li>• cause</li> <li>• effect</li> <li>• compare</li> <li>• contract</li> <li>• chronological</li> <li>• transition words</li> <li>• text structure</li> </ul>	<b>Approved textbook</b>  <b>Teachers Pay Teachers</b>  <b>Worksheets and Graphic Organizers</b>	<b>Teacher prepared tests, quizzes, etc.</b>	<b>19 days</b>
<b>PA Core Standards: ELA</b> 1.4.6. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Fundamentals of Writing</b>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• narrative</li> <li>• informative writing</li> <li>• explanatory writing</li> <li>• argumentative writing</li> <li>• summary</li> <li>• introduction</li> <li>• body</li> <li>• conclusion</li> <li>• compound sentence</li> <li>• complex sentence</li> <li>• focus</li> <li>• style</li> <li>• voice</li> <li>• text structure</li> <li>• essay</li> </ul>	<b>Approved textbook</b>  <b>Collin’s Writing</b>  <b>Grade Appropriate FCAs</b>  <b>Writing Samples</b>  <b>Graphic Organizers</b>  <b>Teachers Pay Teachers</b>	<b>Teacher prepared tests, quizzes, etc.</b>	<b>21 days</b>

**Anchor Descriptor:**

- E06.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
- E06.A-C2.1 Demonstrate understanding of craft and structure in literature.
- E06.A-C3.1 Demonstrate understanding of connections within, between, and/or among texts.

**Eligible Content:**

- E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.
- E06.A-C.2.1.1 Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.
- E06.A-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.
- E06.B-C.2.1.1 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**Dunmore School District  
Curriculum Guide**

**PA Core Standards: ELA**

CC.1.3.6.A Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CC.1.3.6.D Determine an author's purpose in a text and explain how it is conveyed in the text.

CC.1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.

CC.1.2.6.D Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>1.2 Reading Informational Text</b></p>	<p>Cite relevant from the text.            Visualized text.            Paraphrase the text or sections of the text.            Determine the author’s point of view and purpose.            Compare and contrast texts of similar topics by different authors.</p> <p>Use sentence clues to understand the meaning of a word.            Use paragraph clues to understand the meaning of a word.            Use Greek/Latin roots as clues to the meaning of a word to understand unknown words.</p> <p>Identify sentence types in the text.            Identify the use of verbs to convey the author/speakers voice.            Identify the use of dialogue to convey the author’s point of view.            Identify use of punctuation throughout the text.</p> <p>Write a biographical sketch.            Write an argument.            Write an informative essay.            Write a summary of a text.</p>	<p>Approved textbook</p> <p>Scholastic Storyworks</p> <p>Teachers Pay Teachers</p> <p>NEWELAS</p> <p>READWORKS.ORG</p> <p>Suggested Resources:</p> <p>“The Slave Who Bought his Freedom” Karen Kennerly</p> <p>“Isaac Newton: Mastermind of Modern Science” David Knight</p> <p>“Westward Adventures: True Stories of Six Pioneers” William O’Steele</p> <p>State Core Text Exemplars:</p> <p>“Harriet Tubman: Conductor on the Underground Railroad” Ann Petry</p> <p>“Narrative of the Life of Fredrick Douglass an American Slave” by himself</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>Spiraled throughout four units each consisting of 35 days.</p>

**Dunmore School District  
Curriculum Guide**

	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• narrative</li> <li>• biography</li> <li>• autobiography</li> <li>• point of view</li> <li>• author’s purpose</li> <li>• author’s craft</li> <li>• compare</li> <li>• contrast</li> <li>• dialogue</li> <li>• quotation marks</li> <li>• quotations</li> <li>• inference</li> <li>• evidence</li> <li>• explicit detail</li> <li>• implicit detail</li> <li>• main idea</li> <li>• text structure</li> <li>• Greek roots</li> <li>• argument</li> <li>• opinion</li> <li>• summary</li> </ul>	<p><b>Preamble and 1<sup>st</sup> Amendment</b>  <b>“A Short Walk through the Pyramids and through the World of Art” Phillip Isaacson</b></p> <p><b>“Vincent Van Gogh: Portrait of an Artist” Jan Greenberg and Sandra Jordan</b></p> <p><b>“Freedom Walkers: The Story of the Montgomery Bus Boycott” Russell Freedman</b></p> <p><b>“The Building of Manhattan” Donald Mackay</b></p> <p><b>Biographical Sketches from Holocaust Survivors</b></p>	
--	--	--	--

**Anchor Descriptor:**

- E06.B-K.1.1.1 Demonstrate understanding of key ideas and details in informational texts.
- E06.B-C2.1 Demonstrate understanding of connections within, between, and/or among informational texts.
- E06B-C.3.1 Demonstrate understanding of connections within and/or among informational texts.
- E06B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

**Eligible Content:**

- E06.B-K.1.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- E06.B-K.1.1.2 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.

**Dunmore School District  
Curriculum Guide**

E06.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).

E06.B-C.2.1.1 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

E06.B-C.2.1.2 Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.

E06.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.

E06.B-C.3.1.1 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., fact/opinion, bias).

E06.B-C.3.1.2 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

E06.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- Determine the meaning of technical words and phrases used in a text.

E06.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions)

**PA Core Standards: ELA**

CC.1.2.6.A Determine central idea of a text and how they are conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

C.C.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations.

C.C.1.2.6.C Analyze detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

CC.1.2.6.D Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CC.1.2.6.E Analyze the author's structure through the use of paragraphs, chapters, or sections.

CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.

CC.1.2.6.G Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CC.1.2.6.H Evaluate an author's argument by examining claims and determining if they are supported by evidence.

CC.1.2.6.I Examine how two authors present similar information in different types of text.

**Dunmore School District  
Curriculum Guide**

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

CC.1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.



**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>1.3 Reading Literature</b></p>	<p>Determine author’s purpose and point of view.            Discuss the author’s use of literary devices as a means of style.            Determine the character, plot, and setting.            Compare and contrast the characters, plots and/or settings.            Identify point of view.            Draw evidence from literature.            Determine cause/effect or problem/solution.            Make predictions.            Ask and answer questions.            Draw evidence from poetry.</p> <p>Use sentence clues to understand the meaning of a word.            Use paragraph clues to understand the meaning of a word.            Use Greek/Latin roots as clues to the meaning of a word to understand unknown words.            Identify the use of figurative language.            Distinguish blend words and their origins.</p> <p>Identify sentence types in the text.            Identify the use of verbs to convey the author/speakers voice.            Identify the use of dialogue to convey the character’s traits.</p>	<p>Approved textbook</p> <p>Scholastic Storyworks</p> <p>Teachers Pay Teachers</p> <p>Suggested Resources:</p> <p><i>Sara, Plain and Tall</i> Patricia MacLaclan</p> <p>“All Summer in a Day” Ray Bradbury</p> <p>“Harrison Bergeron” Kurt Vonnegut Jr.</p> <p>“The Last Dog” Katherine Paterson</p> <p>Excerpts:  <i>On the Banks of Plum Creek</i> Laura Ingalls Wilder</p> <p><i>The Story of King Arthur and his Knights</i> Howard Pule</p> <p><i>Mythology</i> Edith Hamilton</p> <p>Poetry:</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>Spiraled throughout four units each consisting of 35 days.</p>

**Dunmore School District  
Curriculum Guide**

	<p>Determine use of nouns, verbs, modifiers, and prepositions throughout the text as a means of style. Identify use of punctuation throughout the text.</p> <p>Write a character sketch. Write a poem. Write an informative essay/paragraph. Write a letter.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• character</li> <li>• plot</li> <li>• setting</li> <li>• rising action</li> <li>• climax</li> <li>• falling action</li> <li>• resolution</li> <li>• theme</li> <li>• main idea</li> <li>• foreshadowing</li> <li>• rhyme</li> <li>• rhyme scheme</li> <li>• meter</li> <li>• figurative language</li> <li>• personification</li> <li>• hyperboles</li> <li>• similes</li> <li>• metaphors</li> <li>• blend words</li> <li>• Greek/Latin roots</li> </ul>	<p>“O Captain, My Captain” Walt Whitman</p> <p>“Jabberwocky” Lewis Carroll</p> <p>“Twelfth Song of Thunder” The Mountain Chant: A Navajo Ceremony tradition</p> <p>“Mother to Son” Langston Hughes</p> <p>“A Dream within a Dream” Edgar Allan Poe</p>		
--	--	--	--	--

**Dunmore School District  
Curriculum Guide**

- |  |  |  |  |  |
|--|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>• <b>word choice</b></li> <li>• <b>author’s craft</b></li> <li>• <b>poetic devices</b></li> </ul> |  |  |  |
|--|--|--|--|--|

**Anchor Descriptor:**

- E06.A-K1.1 Demonstrate understanding of key ideas and details in literature.  
 E06.A-C.2.1 Demonstrate understanding of craft and structure in literature.  
 E06.A-C.3.1 Demonstrate understanding of connections within/between, and/or among texts.  
 E06.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

**Eligible Content:**

- E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.  
 E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.  
 E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.  
 E06.A-C.2.1.1 Determine an author’s purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.  
 E06.A-C.2.1.2 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  
 E06.A-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.  
 E06.A-C.3.1.1 Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.  
 E06.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
  - 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.
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 E06.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful,

**Dunmore School District  
Curriculum Guide**

thrifty).

**PA Core Standards: ELA**

CC.1.3.6.A Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

CC.1.3.6.C Describe how a particular story or drama’s plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.

CC.1.3.6.D Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

CC.1.3.6.E Analyze the development of the meaning through the overall structure of the text.

CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.

CC.1.3.6.G 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 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 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 Read and comprehend literary fiction on grade level, reading independently and proficiently.

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
1.4 Writing	<p>Punctuating dialogue            Research            Primary Resources            Secondary Resources            Direct Citation            Paraphrasing            Essay            Sentence structure            Sentence types: simple, complete, complex            End punctuation            Punctuation within a series to offset            Using quotations            Writing for different audiences            Writing for different purposes</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• opinion</li> <li>• bias</li> <li>• claim</li> <li>• counterclaim</li> <li>• style</li> <li>• tone</li> <li>• active voice</li> <li>• passive voice</li> </ul>	<p>Approved textbook            Collins Writing Program            Grade Appropriate FCAs            Scholastic Storyworks            Teachers Pay Teachers            NEWELAS            READWORKS.ORG</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>Spiraled throughout four units each consisting of 35 days.</p>
<p><b>Anchor Descriptor:</b>            E06.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.            E06.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas concepts, and information through the selection, organization, and analysis of relevant content.</p>				

**Dunmore School District  
Curriculum Guide**

E06.C.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

E06.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

**Eligible Content:**

E06.C.1.1.1 Introduce claim(s) for the intended audience and support the writer’s purpose by organizing the reasons and evidence.

E06.C.1.1.2 Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

E06.C.1.1.3 Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

E06.C.1.1.4 Establish and maintain a formal style.

E06.C.1.1.5 - Provide a concluding section that reinforces the claims and reasons presented.

E06.C.1.2.1 Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer’s purpose.

E06.C.1.2.2 Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

E06.C.1.2.3 Use appropriate transitions to clarify the relationships among ideas and concepts.

E06.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.

E06.C.1.2.5 Establish and maintain a formal style.

E06.C.1.2.6 Provide a concluding section that follows from the information or explanation presented.

E06.C.1.3.1 Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer’s purpose.

E06.C.1.3.2 Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

E06.C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.

E06.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

E06.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.

**PA Core Standards: ELA**

CC.1.4.6.H Introduce and state an opinion on a topic.

CC.1.4.6.J Organize the claims with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.

CC.1.4.6.I Use clear reasons and relevant evidence to clearly; clarify relationships among claims(s) and reasons by using words, phrases, and clause; provide a concluding statement or section that follows from the argument presented.

CC.1.4.6.B Identify and introduce the topic for the intended audience.

CC.1.4.6.C 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.1.4.6D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause effect; use appropriate

**Dunmore School District  
Curriculum Guide**

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.N Engage and orient the reader by establishing a context and introducing a narrator and/or characters.

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

CC.1.4.6.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events

CC.1.4.6.K, CC.1.4.6.E, CC.1.4.6.Q 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.

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
1.4 Language	<p>Revision of words with use of synonyms. Subject verb agreement</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• pronoun</li> <li>• objective pronoun</li> <li>• subjective pronoun</li> <li>• intensive pronoun</li> <li>• antecedent</li> <li>• subject</li> <li>• verb</li> <li>• action verb</li> <li>• linking verb</li> <li>• helping verb</li> <li>• verb tenses</li> <li>• simple sentence</li> <li>• compound sentence</li> <li>• complex sentence</li> <li>• independent clause</li> <li>• dependent clause</li> <li>• subordinate conjunction</li> <li>• comma</li> </ul>	<p>Approved textbook</p> <p>Collins Writing Program</p> <p>Scholastic Storyworks</p> <p>Teachers Pay Teachers</p> <p>NEWELAS</p> <p>READWORKS.ORG</p>	Teacher prepared tests, quizzes, etc.	Spiraled throughout four units each consisting of 35 days.
<p><b>Anchor Descriptor:</b>            E06.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.            E06.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.            E06.D.2.1 Use knowledge of language and its conventions.</p> <p><b>Eligible Content:</b>            E06.D.1.1.1 Ensure that pronouns are in the proper case.</p>				



**Dunmore School District  
Curriculum Guide**

E06.D.1.1.2 Use intensive pronouns.

E06.D.1.1.3 Recognize and correct inappropriate shifts in pronoun number and person.

E06.D.1.1.4 Recognize and correct vague pronouns.

E06.D.1.1.5 Recognize and correct inappropriate shifts in verb tense.

E06.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

E06.D.1.1.7 Correctly use frequently confused words.

E06.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.

E06.D.1.2.1 Use punctuation (e.g. commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

E06.D.1.2.2 Spell correctly.

E06.D.1.2.3 Use punctuation to separate items in a series.

E06.D.2.1.1 Vary sentence patterns for meaning, reader/listener interest, and style.

E06.D.2.1.2 Maintain consistency in style and tone.

E06.D.2.1.3 Choose words and phrases to convey ideas precisely.

E06.D.2.1.4 Choose punctuation for effect.

E06.D.2.1.5 Choose words and phrases for effect.

**PA Core Standards: ELA**

CC1.4.6 Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>1.5 Speaking and Listening</b></p>	<p>Present a short oral presentation of a song or poem.</p> <p>Present a demonstrative speech to students with a question and answer session at the end.</p> <p>Present an informative speech to students</p> <p>Teacher guided classroom discussion</p> <p>Think/Pair/Share activities</p> <p>Read Aloud of text</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• discussion</li> <li>• peer review</li> <li>• audience</li> <li>• presentation</li> <li>• audio</li> <li>• visual</li> <li>• body language</li> <li>• poise</li> <li>• posture</li> <li>• voice</li> <li>• annunciation</li> <li>• pronunciation</li> </ul>	<p>Teachers Pay Teachers</p> <p>Collin’s Writing Program</p> <p>Grade Appropriate FCAs</p> <p>Scholastic Storyworks</p>	<p>Teacher made rubrics</p> <p>Graphic organizers</p>	<p>Spiraled throughout four units each consisting of 35 days.</p>

**Dunmore School District  
Curriculum Guide**

**PA Core Standards: ELA**

CC.1.5.6.A Engage effectively in a range of collaborative discussion, on grade-level topics, texts and issues, building on other's idea and expressing their own clearly.

CC.1.5.6.B Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.

CC.1.5.6.C Interpret information presented in diverse media and formats (e.g visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CC.1.5.6.D 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, clear pronunciation.

CC.1.5.6.E Adapt speech to a variety of contexts and tasks.

CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.

CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Text-Dependent Analysis	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• cite</li> <li>• explain</li> <li>• analyze</li> <li>• evaluate</li> <li>• elaborate</li> <li>• explain</li> <li>• integrate</li> <li>• interpret</li> <li>• irony</li> <li>• opinion</li> <li>• fact</li> <li>• relevant</li> <li>• summarize</li> <li>• sufficient</li> <li>• support</li> <li>• supporting idea</li> <li>• text feature</li> <li>• text structure</li> <li>• viewpoint</li> </ul>	Scholastic Storyworks  Teacher Pay Teachers  NEWELA  Readworks.org	Teacher prepared questions.	Spiraled throughout four units each consisting of 35 days.

**Anchor Descriptor:**

E06.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

**Eligible Content:**

E06.E.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

E06.E.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).

E06.E.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts.

**Dunmore School District  
Curriculum Guide**

E06.E.1.4 use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

E06.E.1.5 Establish and maintain a formal style.

E06.E.1.6 Provide a concluding section that follows from the analysis presented.

**PA Core Standards: ELA**

CC.1.4.6.B Identify and introduce the topic for the intended audience.

CC.1.4.6.C 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 Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.6.E Write with an awareness of the stylistic aspects of composition.

Use precise language and domain-specific vocabulary.

Use sentences of varying length and complexities.

Develop and maintain a consistent voice.

Establish and maintain a formal style.

CC.1.4.6.H Introduce and state an opinion on a topic.

CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.

**Dunmore School District  
Curriculum Guide**

**Appendix: A**

**IEP Enhancements**

<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
<p>The Writing Process</p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Use of Computer (When Available)</li> <li>• Interactive Online Videos</li> <li>• Visual Aids</li> <li>• Anchor Charts</li> <li>• <a href="https://connected.mcgraw-hill.com/connected/">https://connected.mcgraw-hill.com/connected/</a></li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined</li> <li>• Extra time to complete assignments</li> <li>• Additional textbook sent home</li> <li>• Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Sample Problems provided</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Guided Reading Strip</li> <li>• Larger font</li> <li>• Access to computer to type written responses</li> <li>• Small group reteach</li> <li>• One-on-one Instruction</li> <li>• Larger lined paper for writing assignments</li> <li>• Writing Samples provided</li> <li>• Graphic Organizer</li> <li>• Copy of notes provided</li> <li>• Audio recordings of text</li> <li>• Mark texts with highlighter</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Prompts and tests questions read aloud by the teacher</li> <li>• Short stories, passages etc. will be read aloud by the student to a teacher</li> <li>• Limited choice for multiple choice tests</li> <li>• Chunk word banks and multiple choice sections into more manageable units</li> </ul> <p><b>Suggested Time:</b> 19 days as specified in the curriculum with additional time as needed per individual student</p>

**Dunmore School District  
Curriculum Guide**

	<ul style="list-style-type: none"><li>• <b>Extended Wait time after asking a question</b></li><li>• <b>Graphic Organizers for Written Expression</b></li><li>• <b>Assistive Technology</b></li><li>• <b>Collins Writing Paper</b></li><li>• <b>Use of Highlighter</b></li><li>• <b>Provide Immediate Feedback while doing writing assignments</b></li></ul>		
--	---	--	--

**Dunmore School District  
Curriculum Guide**

<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
Fundamentals of Writing	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Use of Computer (When Available)</li> <li>• Interactive Online Videos</li> <li>• Visual Aids</li> <li>• Anchor Charts</li> <li>• <a href="https://connected.mcgraw-hill.com/connected/">https://connected.mcgraw-hill.com/connected/</a></li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined</li> <li>• Extra time to complete assignments</li> <li>• Additional textbook sent home</li> <li>• Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Sample Problems provided</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Guided Reading Strip</li> <li>• Larger font</li> <li>• Access to computer to type written responses</li> <li>• Small group reteach</li> <li>• One-on-one Instruction</li> <li>• Larger lined paper for writing assignments</li> <li>• Writing Samples provided</li> <li>• Graphic Organizer</li> <li>• Copy of notes provided</li> <li>• Audio recordings of text</li> <li>• Mark texts with highlighter</li> <li>• Extended Wait time after asking a question</li> <li>• Graphic Organizers for Written Expression</li> <li>• Assistive Technology</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Prompts and tests questions read aloud by the teacher</li> <li>• Short stories, passages etc. will be read aloud by the student to a teacher</li> <li>• Limited choice for multiple choice tests</li> <li>• Chunk word banks and multiple choice sections into more manageable units</li> </ul> <p><b>Suggested Time:</b> 21 days as specified in the curriculum with additional time as needed per individual student</p>



**Dunmore School District  
Curriculum Guide**

	<ul style="list-style-type: none"><li>• <b>Collins Writing Paper</b></li><li>• <b>Use of Highlighter</b></li><li>• <b>Provide Immediate Feedback while doing writing assignments</b></li></ul>		
--	--	--	--

**Dunmore School District  
Curriculum Guide**

<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
1.2 Reading Informational Text	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Use of Computer (When Available)</li> <li>• Interactive Online Videos</li> <li>• Visual Aids</li> <li>• Anchor Charts</li> <li>• <a href="https://connected.mcgraw-hill.com/connected/">https://connected.mcgraw-hill.com/connected/</a></li> <li>• Breaking tasks down into more manageable increments.</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined</li> <li>• Extra time to complete assignments</li> <li>• Additional textbook sent home</li> <li>• Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Sample Problems provided</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Guided Reading Strip</li> <li>• Larger font</li> <li>• Access to computer to type written responses</li> <li>• Small group reteach</li> <li>• One-on-one Instruction</li> <li>• Larger lined paper for writing assignments</li> <li>• Writing Samples provided</li> <li>• Graphic Organizer</li> <li>• Copy of notes provided</li> <li>• Audio recordings of text</li> <li>• Mark texts with highlighter</li> <li>• Extended Wait time after asking a question</li> <li>• Graphic Organizers for Written Expression</li> </ul>		<p>Assessments:</p> <ul style="list-style-type: none"> <li>• Prompts and tests questions read aloud by the teacher</li> <li>• Short stories, passages etc. will be read aloud by the student to a teacher</li> <li>• Limited choice for multiple choice tests</li> <li>• Chunk word banks and multiple choice sections into more manageable units</li> <li>•</li> </ul> <p>Suggested Time: 35 days as specified in the curriculum with additional time as needed per individual student</p>

**Dunmore School District  
Curriculum Guide**

	<ul style="list-style-type: none"><li>• Assistive Technology</li><li>• Collins Writing Paper</li><li>• Use of Highlighter for analyzing data</li><li>• Provide Immediate Feedback while doing writing assignments</li><li>• Review of previously learned vocabulary</li></ul>		
--	---	--	--

**Dunmore School District  
Curriculum Guide**

<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
1.3 Reading Literature	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Use of Computer (When Available)</li> <li>• Interactive Online Videos</li> <li>• Visual Aids</li> <li>• Anchor Charts</li> <li>• <a href="https://connected.mcgraw-hill.com/connected/">https://connected.mcgraw-hill.com/connected/</a></li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined</li> <li>• Extra time to complete assignments</li> <li>• Additional textbook sent home</li> <li>• Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Sample Problems provided</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Guided Reading Strip</li> <li>• Larger font</li> <li>• Access to computer to type written responses</li> <li>• Small group reteach</li> <li>• One-on-one Instruction</li> <li>• Larger lined paper for writing assignments</li> <li>• Writing Samples provided</li> <li>• Graphic Organizer</li> <li>• Copy of notes provided</li> <li>• Audio recordings of text</li> <li>• Mark texts with highlighter</li> <li>• Extended Wait time after asking a question</li> <li>• Graphic Organizers for Written Expression</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Prompts and tests questions read aloud by the teacher</li> <li>• Short stories, passages etc. will be read aloud by the student to a teacher</li> <li>• Limited choice for multiple choice tests</li> <li>• Chunk word banks and multiple choice sections into more manageable units</li> </ul> <p><b>Suggested Time:</b> 35 days as specified in the curriculum with additional time as needed per individual student</p>

**Dunmore School District  
Curriculum Guide**

	<ul style="list-style-type: none"><li>• <b>Assistive Technology</b></li><li>• <b>Collins Writing Paper</b></li><li>• <b>Use of Highlighter</b></li><li>• <b>Provide Immediate Feedback while doing writing assignments</b></li></ul>		
--	--	--	--

**Dunmore School District  
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
1.4 Writing	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Use of Computer (When Available)</li> <li>• Interactive Online Videos</li> <li>• Visual Aids</li> <li>• Anchor Charts</li> <li>• <a href="https://connected.mcgraw-hill.com/connected/hill.com/connected/">https://connected.mcgraw-hill.com/connected/hill.com/connected/</a></li> <li>• <a href="#">Breaking tasks down into more manageable increments</a></li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined</li> <li>• Extra time to complete assignments.</li> <li>• Additional textbook sent home</li> <li>• Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Sample Problems provided</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Guided Reading Strip</li> <li>• Larger font</li> <li>• Access to computer to type written responses.</li> <li>• Small group reteach</li> <li>• One-on-one Instruction</li> <li>• Larger lined paper for writing assignments</li> <li>• Writing Samples provide</li> <li>• Graphic Organizer</li> <li>• Copy of notes provided</li> <li>• Audio recordings of text</li> <li>• Mark texts with highlighter</li> <li>• Extended Wait time after asking a question</li> </ul>		<p>Assessments:</p> <ul style="list-style-type: none"> <li>• Prompts and tests questions read aloud by the teacher</li> <li>• Short stories, passages etc. will be read aloud by the student to a teacher</li> <li>• Limited choice for multiple choice tests</li> </ul> <p>Chunk word banks and multiple choice sections into more manageable units</p>

**Dunmore School District  
Curriculum Guide**

	<ul style="list-style-type: none"><li>• <b>Graphic Organizers for Written Expression</b></li><li>• <b>Assistive Technology</b></li><li>• <b>Collins Writing Paper</b></li><li>• <b>Use of Highlighter</b></li><li>• <b>Provide Immediate Feedback while doing writing assignments</b></li></ul>		
--	---	--	--

**Dunmore School District  
Curriculum Guide**

<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
1.4 Language	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Use of Computer (When Available)</li> <li>• Interactive Online Videos</li> <li>• Visual Aids</li> <li>• Anchor Charts</li> <li>• <a href="https://connected.mcgraw-hill.com/connected/">https://connected.mcgraw-hill.com/connected/</a></li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined.</li> <li>• Extra time to complete assignments</li> <li>• Additional textbook sent home</li> <li>• Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Sample Problems provided</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Guided Reading Strip</li> <li>• Larger font</li> <li>• Access to computer to type written responses</li> <li>• Small group reteach</li> <li>• One-on-one Instruction</li> <li>• Larger lined paper for writing assignments</li> <li>• Writing Samples provided</li> <li>• Graphic Organizer</li> <li>• Copy of notes provided</li> <li>• Audio recordings of text</li> <li>• Mark texts with highlighter</li> <li>• Extended Wait time after asking a question</li> <li>• Graphic Organizers for Written Expression</li> <li>• Assistive Technology</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Prompts and tests questions read aloud by the teacher</li> <li>• Short stories, passages etc. will be read aloud by the student to a teacher</li> <li>• Limited choice for multiple choice tests</li> <li>• Chunk word banks and multiple choice sections into more manageable units</li> </ul> <p><b>Suggested Time:</b> 35 days as specified in the curriculum with additional time as needed per individual student</p>



**Dunmore School District  
Curriculum Guide**

	<ul style="list-style-type: none"><li>• Collins Writing Paper</li><li>• Use of Highlighter</li><li>• Provide Immediate Feedback while doing writing assignments</li></ul>		
--	---	--	--

**Dunmore School District  
Curriculum Guide**

<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
<p>1.5 Speaking and Listening</p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Use of Computer (When Available)</li> <li>• Interactive Online Videos</li> <li>• Visual Aids</li> <li>• Anchor Charts</li> <li>• <a href="https://connected.mcgraw-hill.com/connected/">https://connected.mcgraw-hill.com/connected/</a></li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined</li> <li>• Extra time to complete assignments</li> <li>• Additional textbook sent home</li> <li>• Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Sample Problems provided</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Guided Reading Strip</li> <li>• Larger font</li> <li>• Access to computer to type written responses.</li> <li>• Small group reteach</li> <li>• One-on-one Instruction</li> <li>• Larger lined paper for writing assignments</li> <li>• Writing Samples provided</li> <li>• Graphic Organizer</li> <li>• Copy of notes provided</li> <li>• Audio recordings of text</li> <li>• Mark texts with highlighter</li> <li>• Extended Wait time after asking a question</li> <li>• Graphic Organizers for Written Expression</li> <li>• Assistive Technology</li> <li>• Collins Writing Paper</li> <li>• Use of Highlighter</li> <li>• Provide Immediate Feedback while doing writing</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Prompts and tests questions read aloud by the teacher</li> <li>• Short stories, passages etc. will be read aloud by the student to a teacher</li> <li>• Limited choice for multiple choice tests</li> <li>• Chunk word banks and multiple choice sections into more manageable units</li> </ul> <p><b>Suggested Time:</b> 35 days as specified in the curriculum with additional time as needed per individual student</p>

**Dunmore School District  
Curriculum Guide**

<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
Text-Dependent Analysis	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Use of Computer (When Available)</li> <li>• Interactive Online Videos</li> <li>• Visual Aids</li> <li>• Anchor Charts</li> <li>• <a href="https://connected.mcgraw-hill.com/connected/">https://connected.mcgraw-hill.com/connected/</a></li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined</li> <li>• Extra time to complete assignments</li> <li>• Additional textbook sent home</li> <li>• Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Sample Problems provided</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Guided Reading Strip</li> <li>• Larger font</li> <li>• Access to computer to type written responses</li> <li>• Small group reteach</li> <li>• One-on-one Instruction</li> <li>• Larger lined paper for writing assignments</li> <li>• Writing Samples provided</li> <li>• Graphic Organizer</li> <li>• Copy of notes provided</li> <li>• Audio recordings of text</li> <li>• Mark texts with highlighter</li> <li>• Extended Wait time after asking a question</li> <li>• Graphic Organizers for Written Expression</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Prompts and tests questions read aloud by the teacher</li> <li>• Short stories, passages etc. will be read aloud by the student to a teacher</li> <li>• Limited choice for multiple choice tests</li> <li>• Chunk word banks and multiple choice sections into more manageable units</li> </ul> <p><b>Suggested Time:</b> 35 days as specified in the curriculum with additional time as needed per individual student</p>

**Dunmore School District  
Curriculum Guide**

	<ul style="list-style-type: none"><li>• <b>Assistive Technology</b></li><li>• <b>Collins Writing Paper</b></li><li>• <b>Use of Highlighter</b></li><li>• <b>Provide Immediate Feedback while doing writing assignments</b></li></ul>		
--	--	--	--