
Sixth Grade Reading

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District
Curriculum Guide**

Sixth Grade Reading

Prerequisite:

- Successful completion of fifth grade.

Course Description:

In sixth grade, students read grade-appropriate, complex literature and informational text and cite textual evidence to support analyses. They examine how authors use reasons to make their points and support arguments with evidence, separating unsupported ideas from those backed by evidence. Students 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 share their findings in class discussions, practicing how logically to sequence ideas and highlight the themes and key details they find most persuasive. Students' vocabularies expand 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. Students are increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. Students learn how writers try to influence readers while discovering how they can do the same in their own prose. They know how to answer questions through writing and can use rewriting opportunities to refine their understanding of a text or topic. They also take a critical stance toward sources and apply criteria for identifying reliable information as opposed to mere conjecture.

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.

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Year-at-a-glance

Subject: Sixth Grade Reading	Grade Level: 6	Date Completed: 3/12/2019
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1st Quarter

Topic	Resources	Standards
Influences of society	Approved Text Various Informational Text Sources Teachers Pay Teachers	1.2 Reading Informational Text 1.3 Reading Literature 1.4 Writing
Reading Multiple Text	Scholastic Storyworks	1.2 Reading Informational Text 1.3 Reading Literature 1.4 Writing
Writing and Language Conventions	Approved Text Teachers Pay Teachers Collins Writing Grade Appropriate FCA's	1.4 Writing

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2nd Quarter

Topic	Resources	Standards
Science and Technology	Approved Text Various Informational Text Sources Teachers Pay Teachers	1.2 Reading Informational Text 1.3 Reading Literature 1.4 Writing
Reading Multiple Text	Scholastic Storyworks	1.2 Reading Informational Text 1.3 Reading Literature 1.4 Writing
Writing and Language Conventions	Approved Text Teachers Pay Teachers Collins Writing Grade Appropriate FCA's	1.4 Writing

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3rd Quarter

Topic	Resources	Standards
Ways To Tell Stories	Approved Text Various Informational Text Sources Teachers Pay Teachers	1.2 Reading Informational Text 1.3 Reading Literature 1.4 Writing
Reading Multiple Text	Scholastic Storyworks	1.2 Reading Informational Text 1.3 Reading Literature 1.4 Writing
Writing and Language Conventions	Approved Text Teachers Pay Teachers Collins Writing Grade Appropriate FCA's	1.4 Writing

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4th Quarter

Topic	Resources	Standards
Novel Study	Where the Fern Grows Audio Video Paired Text	1.2 Reading Informational Text 1.3 Reading Literature 1.4 Writing

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Influences of Society	Analyze Story Structure Character, Setting Plot Making Generalizations Main Idea Author’s Purpose Compare and Contrast Summarize Context Clues Alliteration Imagery Moral Personification Vocabulary: <ul style="list-style-type: none"> • Remote • Escort • Interpreter • Vegetation • Undergrowth 	Approved textbook Flocabulary Power Point Presentations Scholastic Storyworks Graphic Organizers NEWSELA Poetry: “Birdfoot’s Grampa” Joseph Bruchac “This Land Is Your Land” Woody Guthrie “The Crow and the Pitcher” Aesop	Teacher prepared tests, quizzes, etc. Series available assessments online. (Optional)	45 days

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	<ul style="list-style-type: none">• Venomous• Withstood• Foretold• Calamities• Mitigate• Devastating• Evacuate• Administer• Reputation• Uttered• Quickened• Migrant• Mistreated• Wrath• Illegally• Ruptured• Participate• Ordeals• Nourishing• Encounter• Grimaced• Anticipated• Dejectedly• Victorious• Defiance• Evident• Resonated• Persistent• Convictions• Oppression• Momentum• Remedies			
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Anchor Descriptor:

- E06.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
- E06.B-C.2.1 Demonstrate understanding of connections within, between, and/or among informational texts.
- 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.
- E06.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
- E06.B-C.2.1 Demonstrate understanding of connections within, between, and/or among informational texts.
- E06.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.
- E06.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
- E06.B-C.3.1 Demonstrate understanding of connections within and/or among informational texts.
- E06.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

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.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.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 topic.
- 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

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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.

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) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

E06.B-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

E06.B-K.1.1.2 Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

E06.B-K.1.1.3 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-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.

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

a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.

b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

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

CC.1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade-level* reading and content, choosing flexibly

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from a range of strategies and tools.

CC.1.3.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

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

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

CC.1.2.6.C Analyze in 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.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.

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.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.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Science and Technology	Analyze Story Structure Character, Setting Plot Making Generalizations Main Idea Author’s Purpose Compare and Contrast Summarize Context Clues Making Inferences Cause and Effect Vocabulary: <ul style="list-style-type: none"> • Altered • Erode • Absorb • Concentrated • Innovations • Adverse • Nonrenewable • Apparatus • Generate • Renewable 	Approved textbook Workbook Power Point Presentations Scholastic Storyworks Teachers Pay Teachers Graphic Organizers NEWSELA	Teacher prepared tests, quizzes, etc. Series available assessments online. (Optional)	45 days

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	<ul style="list-style-type: none"> • Renaissance • Commissioned • Proportion • Miniature • Philosopher • Elaborate • Envisioned • Recommend • Established • Scribes • Obstacles • Penniless • Privileged • Manuscripts • Guilds • Alloy 		
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Anchor Descriptor:

- E06.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
- E06.B-C.2.1 Demonstrate understanding of connections within, between, and/or among informational texts.
- 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.
- E06.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
- E06.B-C.2.1 Demonstrate understanding of connections within, between, and/or among informational texts.
- E06.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.
- E06.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.
- E06.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
- E06.B-C.3.1 Demonstrate understanding of connections within and/or among informational texts.

Eligible Content:

- E06.A-K.1.1.1 Site 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

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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.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.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 topic

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.

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) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

E06.B-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

E06.B-K.1.1.2 Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

E06.B-K.1.1.3 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

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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.

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

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

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

CC.1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- *level* reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

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

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

CC.1.2.6.C Analyze in 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.

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

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.

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.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.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Ways to Tell Stories	<p>Making Inferences and Analyze</p> <p>Cause and Effect</p> <p>Character, Setting, Plot</p> <p>Moral and Hyperbole</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Rummaged • Undetected • Chameleon • Generosity • Pathetic • Ricocheting • Famine • Scrounging • Sheepishly • Sweeten • Coincidences • Sumptuous • Phase • Mufflers • Hobbled • prospered 	<p>Approved textbook Workbook</p> <p>Power Point Presentations</p> <p>Scholastic Storyworks</p> <p>Teachers Pay Teachers</p> <p>Graphic Organizers</p> <p>NEWSELA</p> <p><u>The Golden Touch</u> Mary Pope Osborne</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>45 days</p>

Anchor Descriptor:

- E06.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
- E06.B-C.2.1 Demonstrate understanding of connections within, between, and/or among informational texts.
- 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.

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E06.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
E06.B-C.2.1 Demonstrate understanding of connections within, between, and/or among informational texts.
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E06.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
E06.B-C.3.1 Demonstrate understanding of connections within and/or among informational texts.
E06.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

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-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-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.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.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.
Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. Use the relationship between particular words (e.g., cause/effect,

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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, un wasteful, thrifty).

E06.B-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

E06.B-K.1.1.2 Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

E06.B-K.1.1.3 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-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.

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

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

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 purpose in a text and explain how it is conveyed in the text.

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

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

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

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context.

CC.1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade-level* reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

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

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

CC.1.2.6.C Analyze in 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.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.

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.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.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Novel Study	<p>Character Analyze</p> <p>Cite Evidence</p> <p>Story Elements</p> <p>Sequencing</p> <p>main idea</p> <p>plot development</p> <p>summary</p> <p>drawing conclusions</p> <p>inference</p> <p>predicting</p> <p>theme</p> <p>understanding vocabulary</p> <p>interpreting literary devices</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Commotion • Dormant • Drastic • Festered • Provisions 	<p>Approved textbook</p> <p><i>Where the Red Fern Grows</i> Wilson Rawls</p> <p>Paired Text</p>	<p>Teacher prepared tests and quizzes</p> <p>Project Based Assessment (diorama)</p> <p>Group Activity</p> <p>Reports and Discussion</p> <p>Oral Presentation</p> <p>Activities:</p> <ul style="list-style-type: none"> • Map (Setting) • Coon Skin Hats • Dog Banks • Lanterns • Balloon Hounds • Character Drawings • Dog Collars • Recipe – Puppy Chow • Recipe – Cornmeal Pancakes 	<p>45 days</p>

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	<ul style="list-style-type: none"> • Desperation • Domain • Eternity • Peculiarity • Persistence • Querying • Wedge • Ventilating • Strutted • Predicament • Protruding • Designated • Shriveled • Leering • Disposition • Debris • Awed • Blurted • Doused • Impulsively • Jinx 		
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Anchor Descriptor:

- E06.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
- E06.B-C.2.1 Demonstrate understanding of connections within, between, and/or among informational texts.
- 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.
- E06.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
- E06.B-C.2.1 Demonstrate understanding of connections within, between, and/or among informational texts.
- E06.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.
- E06.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
- E06.B-C.3.1 Demonstrate understanding of connections within and/or among informational texts.
- E06.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

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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-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-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.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.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 topic
- 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.
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) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
- E06.B-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- E06.B-K.1.1.2 Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.
- E06.B-K.1.1.3 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.

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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-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.

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

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

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 purpose in a text and explain how it is conveyed in the text.

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

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

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

CC.1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade-level* reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

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- CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- CC.1.2.6.C Analyze in 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.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.

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Appendix: A			
IEP Enhancements			
General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>Influences of Society</p>	<ul style="list-style-type: none"> • Preferential Seating • Use of computer (When Available) • Interactive Online Videos • Visual Aids • Anchor Charts • https://connected.mcgraw-hill.com/connected/ • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent breaks to maintain focus • 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 • Extra time to complete assignments • Additional textbook sent home • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Sample problems provided • Directions read aloud • Colored overlay for reading • Guided Reading Strip • Larger font • Access to computer to type written responses • Small group reteach • One-on-one Instruction • Larger lined paper for writing assignments • Writing samples provided • Graphic Organizer • Copy of notes provided • Audio recordings of text • Mark texts with highlighter • Extended Wait time after asking a question 		<p>Assessments:</p> <ul style="list-style-type: none"> • Questions can be read aloud to the student • Reading passage can be read aloud by the student to the teacher • Limit 4 choices to 3 choices on multiple choice tests • Word Banks and matching sections chunked into more manageable units <p>Suggested Time: 45 days as specified in the curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Science and Technology	<ul style="list-style-type: none"> • Preferential Seating • Use of computer (When Available) • Interactive Online Videos • Visual Aids • Anchor Charts • https://connected.mcgraw-hill.com/connected/ • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent breaks to maintain focus • 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 • Extra time to complete assignments • Additional textbook sent home • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Sample problems provided • Directions read aloud • Colored overlay for reading • Guided Reading Strip • Larger font • Access to computer to type written responses • Small group reteach • One-on-one Instruction • Larger lined paper for writing assignments • Writing samples provided • Graphic Organizer • Copy of notes provided • Audio recordings of text • Mark texts with highlighter • Extended Wait time after asking a question 		<p>Assessments:</p> <ul style="list-style-type: none"> • Questions can be read aloud to the student • The passage/essay can be read aloud by the student to the teacher. • Limit multiple choices from 4 to 3 choices • Word Banks and matching sections will be chunked into more manageable units. <p>Suggested Time: 45 days as specified in the curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>Ways to Tell Stories</p>	<ul style="list-style-type: none"> • Preferential Seating • Use of computer (When Available) • Interactive Online Videos • Visual Aids • Anchor Charts • https://connected.mcgraw-hill.com/connected/ • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent breaks to maintain focus • 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 • Extra time to complete assignments • Additional textbook sent home • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Sample problems provided • Directions read aloud • Colored overlay for reading • Guided Reading Strip • Larger font • Access to computer to type written responses • Small group reteach • One-on-one Instruction • Larger lined paper for writing assignments • Writing Samples provided • Graphic Organizer • Copy of notes provided • Audio recordings of text • Mark texts with highlighter • Extended Wait time after asking a question 		<p>Assessments:</p> <ul style="list-style-type: none"> • Questions can be read aloud to the student • Passage/Essay can be read aloud by the student to the teacher • Limit multiple choices from 4 to 3 choices • Chunk word banks and matching sections into more manageable units <p>Suggested Time: 45 days as specified in the curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Novel Study	<ul style="list-style-type: none"> • Preferential Seating • Use of computer (When Available) • Interactive Online Videos • Visual Aids • Anchor Charts • https://connected.mcgraw-hill.com/connected/ • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent breaks to maintain focus • 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. • Extra time to complete assignments • Additional textbook sent home. • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material. • Sample problems provided. • Directions read aloud. • Colored overlay for reading. • Guided Reading Strip. • Larger font. • Access to computer to type written responses. • Small group reteach. • One-on-one Instruction. • Larger lined paper for writing assignments • Writing Samples provided, • Graphic Organizer. • Copy of notes provided. • Audio recordings of text. • Mark texts with highlighter. • Extended Wait time after asking a question. 		<p>Assessments:</p> <ul style="list-style-type: none"> • Test questions will be read aloud to the student • The story/essay will be read aloud by the student to the teacher • Limit choices from 4 choices to 3 • Word Banks and multiple choice tests will be chunked into more manageable units <p>Suggested Time: 45 days as specified in the curriculum with additional time as needed per individual student</p>