

**Wilson Area School District
Planned Course Guide**

Title of planned course: Reading/ Language Arts

Subject Area: Reading/ Language Arts

Grade Level: 6

Course Description: The units within this course contain concepts that connect the curriculum from start to finish, scaffolding students' prior knowledge. All content is closely aligned with Pennsylvania anchors and standards. Sustained concept and language development accelerates students' ability to comprehend, discuss, and write about what they are reading.

Time/Credit for this Course: Full year

Curriculum Writing Committee: Sarah Croll and Nicole Fenton

Curriculum Map

- August:** Target Skills- Main Idea and Supporting Details
- Lesson 1- *Buckle Down*
- September:** Target Skills- Plot, Setting, Visualizing, Synonyms
- *Old Yeller*
 - Lesson 6- *Buckle Down*
- Target Skills- Character, Theme, Inferences, Greek and Latin Roots
- *Mother Fletcher's Gift*
- October:** Target Skills- Compare/ Contrast, Summarizing, Unfamiliar Words
- *Viva New Jersey*
 - *The All-American Slurp*
- Target Skills- Fact/ Opinion, Important Ideas, Word endings *-ed* and *-s*
- *Saving the Rain Forest*
 - Lesson 2- *Buckle Down*
- Target Skills- Fact/ Opinion, Questioning, Affixes/ Suffixes *-ly* and *-ous*
- *Hachiko; The True Story of a Loyal Dog*
- November:** Target Skills- Main Idea and Supporting Details, Monitor and Clarify, Greek and Latin Roots
- Lesson 3- *Buckle Down*
 - *The Universe*
- Target Skills- Main Idea and Supporting Details, Background Knowledge, Suffixes *-ful, -ly, -al*
- *The Emperor's Silent Army*
- Target Skills- Graphic Sources, Text Structure, Unknown Words
- *Stones, Bones, and Petroglyphs*
 - Lesson 4- *Buckle Down*
- December:** Target Skills- Compare/ Contrast, Text Structure, Unfamiliar Words
- *Good-bye to the Moon*
 - Lesson 5- *Buckle Down*
- Target Skills- Graphic Sources, Summarize, Greek and Latin Roots
- *Egypt*
 - Lesson 10- *Buckle Down*
- January:** Target Skills- Sequence, Background Knowledge, Word Endings *-ed, -ing*
- *Hatchet*

Target Skills- Generalizations, Questioning, Suffixes *-ic, -ous, -ation*

- *When Marian Sang*
- *Where Opportunity Awaits*

Target Skills- Sequence, Making Predictions, Author's Purpose, Synonyms

- *Learning to Swim*
- Lesson 8- *Buckle Down*

February: Target Skills- Generalization, Visualization, Prefixes *re-, dis-*

- *Juan Verdades: The Man Who Couldn't Tell a Lie*

Target Skills- Drawing Conclusions, Story Structure, Antonyms

- *Morning Traffic*
- Lesson 9- *Buckle Down*

Target Skill-Cause and Effect, Important Ideas, Unfamiliar Words

- *Into the Ice: The Story of Arctic Exploration*

March: Target Skill- Analyzing Poetry

- Lesson 7- *Buckle Down*

Target Skill- Author's Purpose, Text Structure, Unknown Words

- *The Chimpanzees I Love: Saving Their World and Ours*

Target Skills- Author's Purpose, Questioning, Prefixes *re-, mis-*

- *Don Quixote and the Windmills*

PSSA REVIEW

April: Target Skill- Cause and Effect, Inferencing, Unfamiliar Words

- *Black Frontiers*

Target Skill- Drawing Conclusions, Making Predictions, Author's Purpose, Multiple-meaning Words

- *Deep-sea Danger*

Target Skill- Author's Purpose, Monitor and Clarify, Prefixes *re-, pro-, trans-*

- *Inventing the Future*

May: Target Skills- Plot, Theme, Summarizing, Antonyms

- *The View from Saturday*

Target Skills- Fact/ Opinion, Text Structure, Homonyms

- *Harvesting Hope: The Story of Cesar Chavez*

Target Skills- Cause and Effect, Text Structure, Synonyms

- *The River That Went to the Sky*

Target Skills- Main Idea and Supporting Details, Background Knowledge, Unfamiliar Words

- *Gold*

June: Target Skills- Sequence, Monitor and Clarify, Unfamiliar Words

- *Greensburg Goes Green*
Target Skills- Graphic Sources, Predict and Set Purpose,
Unfamiliar Words
- *Ancient Greece*

**Wilson Area School District
Planned Course Materials**

Course Title: Reading

Textbook: *Reading Streets*
Pearson Education, Inc.
2011

Supplemental Books: *Buckle Down*
Buckle Down Publishing
2008

Teacher Resources: *Leveled Readers*
Pearson Education, Inc.
2011

Reader's & Writer's Notebook
Pearson Education, Inc.
2011

Online Access Pack
Pearson Education, Inc.
2011

Weekly Tests
Pearson Education, Inc.
2011

Fresh Reads for Fluency and Comprehension
Pearson Education, Inc.
2011

*Classroom Management Handbook for Differentiated
Instruction Practice Stations*
Pearson Education, Inc.
2011

Unit and End of Year Benchmark Tests
Pearson Education, Inc.
2011

Writing Rubrics and Anchor Papers

Pearson Education, Inc.
2011

Readers' Theater Anthology
Pearson Education, Inc.
2011

First Stop
Pearson Education, Inc.
2011

Curriculum Scope & Sequence

Planned Course: Reading/ Language Arts

Unit: 1- Loyalty and Respect

Time frame: 2 months

State Standards: R6.A.1.4.1, R6.A.1.1.2, R6.B.1.1.1, R6.A.2.5.1, R6.A.2.2.1, R6.B.3.1.1, R6.B.2.2.1, R6.B.2.2.2

Anchor(s) or adopted anchor: R6.A.1, R6.A.2, R6.B.1, R6.B.3, R6.B.2

Essential content/objectives: At end of the unit, students will be able to understand fiction appropriate to grade level, understand nonfiction appropriate to grade level, identify, interpret, compare, describe, and analyze components within and between texts, and identify and interpret concepts and organization of nonfiction texts.

Core Activities:

Students will complete/participate in the following:

- Before, during, and after (BDA) reading comprehension activities (Examples- Book mark technique, Draw and write, KWL, Double-entry journals, T-charts, Think/pair/share)
- Vocabulary building activities (Context clues, synonyms/ antonyms, sketch-to-stretch, flashcards)
- Interactive Mimio lessons (Introduce Question-of-the-week with think/pair/share, introduce target skills, practice vocabulary, model BDA skill, review previous skills)
- Centers/ Stations
- Literature Circles
- Guided, independent, and peer reading
- Fluency-building activities (Readers' Theater, echo reading, partner reading)
- Oral vocabulary development

Extensions:

Science/ Social Studies:

- Topic-relevant leveled readers
- 3 point essays
- Comprehension skill review with nonfiction text (*Science Stories* and social studies text)

Remediation:

- Small group instruction
- Utilize leveled readers for below-level, on-level, and advanced activities

- Refer to *ELL Overview* for various strategies
- Vary assessment levels based on need (*Fresh Reads*)

Instructional Methods:

- Whole group/ Direct instruction
- Small group/ Partner work
- Leveled groups
- Literature circles
- Stations/ Centers
- Modeling
- Jigsaw

Materials & Resources:

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First Stop
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Readers' Theater Anthology
Pearson Education, Inc.
2011

Assessments:

- Diagnostic Assessments
 - Large group discussion
 - Questioning
 - Pre-assessments
- Formative
 - Informal Assessments (checklist)
 - Rubrics
 - Quizzes
 - Homework from *Reader's and Writer's Notebook*
 - Stations work
 - Observation of student participation and interactions in class
- Summative
 - Test from *Weekly Tests* with *Fresh Reads* component
 - Quizzes
 - Book projects

Curriculum Scope & Sequence

Planned Course: Reading/ Language Arts

Unit: 2- Space and Time

Time frame: 2 months

State Standards: R6.A.1.4.1, R6.A.1.2.1, R6.B.1.1.1, R6.A.2.4.1, R6.A.2.2.1, R6.B.1.2.1

Anchor(s) or adopted anchor: R6.A.1, R6.A.2, R6.B.1

Essential content/objectives: At end of the unit, students will be able to understand fiction appropriate to grade level, understand nonfiction appropriate to grade level, identify, interpret, compare, describe, and analyze components within and between texts, and identify and interpret concepts and organization of nonfiction texts.

Core Activities:

Students will complete/participate in the following:

- Before, during, and after (BDA) reading comprehension activities (Examples- Book mark technique, Draw and write, KWL, Double-entry journals, T-charts, Think/pair/share)
- Vocabulary building activities (Context clues, synonyms/ antonyms, sketch-to-stretch, flashcards)
- Interactive Mimio lessons (Introduce Question-of-the-week with think/pair/share, introduce target skills, practice vocabulary, model BDA skill, review previous skills)
- Centers/ Stations
- Literature Circles
- Guided, independent, and peer reading
- Fluency-building activities (Readers' Theater, echo reading, partner reading)
- Oral vocabulary development

Extensions:

Science/ Social Studies:

- Topic-relevant leveled readers
- 3 point essays
- Comprehension skill review with nonfiction text (*Science Stories* and social studies text)

Remediation:

- Small group instruction
- Utilize leveled readers for below-level, on-level, and advanced activities

- Refer to *ELL Overview* for various strategies
- Vary assessment levels based on need (*Fresh Reads*)

Instructional Methods:

- Whole group/ Direct instruction
- Small group/ Partner work
- Leveled groups
- Literature circles
- Stations/ Centers
- Modeling
- Jigsaw

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Assessments:

- Diagnostic Assessments
 - Large group discussion
 - Questioning
 - Pre-assessments
- Formative
 - Informal Assessments (checklist)
 - Rubrics
 - Quizzes
 - Homework from *Reader's and Writer's Notebook*
 - Stations work
 - Observation of student participation and interactions in class
- Summative
 - Test from *Weekly Tests* with *Fresh Reads* component
 - Quizzes
 - Book projects

Curriculum Scope & Sequence

Planned Course: Reading/ Language Arts

Unit: 3- Challenges and Obstacles

Time frame: 1.5 months

State Standards: R6.A.1.3.2, R6.A.1.2.1, R6.A.1.1.2, R6.A.1.6.1, R6.A.1.6.2, R6.A.2.2.1, R6.A.2.3.2, R6.A.2.6.1, R6.A.2.6.2, R6.B.1.1.1,

Anchor(s) or adopted anchor: R6.A.1, R6.A.2, R6.B.1

Essential content/objectives: At end of the unit, students will be able to understand fiction appropriate to grade level, understand nonfiction appropriate to grade level, identify, interpret, compare, describe, and analyze components within and between texts, and identify and interpret concepts and organization of nonfiction texts.

Core Activities:

Students will complete/participate in the following:

- Before, during, and after (BDA) reading comprehension activities (Examples- Book mark technique, Draw and write, KWL, Double-entry journals, T-charts, Think/pair/share)
- Vocabulary building activities (Context clues, synonyms/ antonyms, sketch-to-stretch, flashcards)
- Interactive Mimio lessons (Introduce Question-of-the-week with think/pair/share, introduce target skills, practice vocabulary, model BDA skill, review previous skills)
- Centers/ Stations
- Literature Circles
- Guided, independent, and peer reading
- Fluency-building activities (Readers' Theater, echo reading, partner reading)
- Oral vocabulary development

Extensions:

Science/ Social Studies:

- Topic-relevant leveled readers
- 3 point essays
- Comprehension skill review with nonfiction text (*Science Stories* and social studies text)

Remediation:

- Small group instruction
- Utilize leveled readers for below-level, on-level, and advanced activities

- Refer to *ELL Overview* for various strategies
- Vary assessment levels based on need (*Fresh Reads*)

Instructional Methods:

- Whole group/ Direct instruction
- Small group/ Partner work
- Leveled groups
- Literature circles
- Stations/ Centers
- Modeling
- Jigsaw

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Assessments:

- Diagnostic Assessments
 - Large group discussion
 - Questioning
 - Pre-assessments
- Formative
 - Informal Assessments (checklist)
 - Rubrics
 - Quizzes
 - Homework from *Reader's and Writer's Notebook*
 - Stations work
 - Observation of student participation and interactions in class
- Summative
 - Test from *Weekly Tests* with *Fresh Reads* component
 - Quizzes
 - Book projects

Curriculum Scope & Sequence

Planned Course: Reading/ Language Arts

Unit: 4- Explorers, Pioneers, and Discoverers

Time frame: 2 months

State Standards: R6.A.1.3.1, R6.A.1.2.1, R6.A.1.1.1, R6.A.1.6.1, R6.A.1.6.2, R6.A.2.1.1, R6.A.2.1.2, R6.A.2.2.1, R6.A.2.3.1, R6.A.2.4.1, R6.A.2.6.1, R6.A.2.6.2, R6.B.2.1.1, R6.B.2.1.2, R6.B.2.1.3, R6.B.2.1.4, R.6.B.3.2.1

Anchor(s) or adopted anchor: R6.A.1, R6.A.2, R6.B.1, R6.B.2, R6.B.3

Essential content/objectives: At end of the unit, students will be able to understand fiction appropriate to grade level, understand nonfiction appropriate to grade level, identify, interpret, compare, describe, and analyze components within and between texts, and identify and interpret concepts and organization of nonfiction texts.

Core Activities:

Students will complete/participate in the following:

- Before, during, and after (BDA) reading comprehension activities (Examples- Book mark technique, Draw and write, KWL, Double-entry journals, T-charts, Think/pair/share)
- Vocabulary building activities (Context clues, synonyms/ antonyms, sketch-to-stretch, flashcards)
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- Centers/ Stations
- Literature Circles
- Guided, independent, and peer reading
- Fluency-building activities (Readers' Theater, echo reading, partner reading)
- Oral vocabulary development

Extensions:

Science/ Social Studies:

- Topic-relevant leveled readers
- 3 point essays
- Comprehension skill review with nonfiction text (*Science Stories* and social studies text)

Remediation:

- Small group instruction
- Utilize leveled readers for below-level, on-level, and advanced activities
- Refer to *ELL Overview* for various strategies
- Vary assessment levels based on need (*Fresh Reads*)

Instructional Methods:

- Whole group/ Direct instruction
- Small group/ Partner work
- Leveled groups
- Literature circles
- Stations/ Centers
- Modeling
- Jigsaw

Materials & Resources:

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Assessments:

- Diagnostic Assessments
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 - Pre-assessments
- Formative
 - Informal Assessments (checklist)
 - Rubrics
 - Quizzes
 - Homework from *Reader's and Writer's Notebook*
 - Stations work
 - Observation of student participation and interactions in class
- Summative
 - Test from *Weekly Tests* with *Fresh Reads* component
 - Quizzes
 - Book projects

Curriculum Scope & Sequence

Planned Course: Reading/ Language Arts

Unit: 5- Resources

Time frame: 1 month

State Standards: R6.A.1.1.2, R6.A.1.4.1, R6.A.1.5.1,
R6.A.2.4.1, R6.A.2.5.1, R6.B.1.1.1, R6.B.3.1.1

Anchor(s) or adopted anchor: R6.A.1, R6.A.2, R6.B.1, R6.B.3

Essential content/objectives: At end of the unit, students will be able to understand fiction appropriate to grade level, understand nonfiction appropriate to grade level, identify, interpret, compare, describe, and analyze components within and between texts, and identify and interpret concepts and organization of nonfiction texts.

Core Activities:

Students will complete/participate in the following:

- Before, during, and after (BDA) reading comprehension activities (Examples- Book mark technique, Draw and write, KWL, Double-entry journals, T-charts, Think/pair/share)
- Vocabulary building activities (Context clues, synonyms/ antonyms, sketch-to-stretch, flashcards)
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- Centers/ Stations
- Literature Circles
- Guided, independent, and peer reading
- Fluency-building activities (Readers' Theater, echo reading, partner reading)
- Oral vocabulary development

Extensions:

Science/ Social Studies:

- Topic-relevant leveled readers
- 3 point essays
- Comprehension skill review with nonfiction text (*Science Stories* and social studies text)

Remediation:

- Small group instruction
- Utilize leveled readers for below-level, on-level, and advanced activities

- Refer to *ELL Overview* for various strategies
- Vary assessment levels based on need (*Fresh Reads*)

Instructional Methods:

- Whole group/ Direct instruction
- Small group/ Partner work
- Leveled groups
- Literature circles
- Stations/ Centers
- Modeling
- Jigsaw

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Assessments:

- Diagnostic Assessments
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 - Informal Assessments (checklist)
 - Rubrics
 - Quizzes
 - Homework from *Reader's and Writer's Notebook*
 - Stations work
 - Observation of student participation and interactions in class
- Summative
 - Test from *Weekly Tests* with *Fresh Reads* component
 - Quizzes
 - Book projects

Curriculum Scope & Sequence

Planned Course: Reading/ Language Arts

Unit: 6- Exploring Cultures

Time frame: 1 month

State Standards: R6.A.1.2.1, R6.A.1.2.2, R6.A.1.6.1, R6.A.1.6.2,
R6.A.2.1.1, R6.A.2.1.2, R6.A.2.2.1, R6.A.2.2.2, R6.A.2.6.1,
R6.A.2.6.2

Anchor(s) or adopted anchor: R6.A.1, R6.A.2

Essential content/objectives: At end of the unit, students will be able to understand fiction appropriate to grade level, understand nonfiction appropriate to grade level, identify, interpret, compare, describe, and analyze components within and between texts, and identify and interpret concepts and organization of nonfiction texts.

Core Activities:

Students will complete/participate in the following:

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- Centers/ Stations
- Literature Circles
- Guided, independent, and peer reading
- Fluency-building activities (Readers' Theater, echo reading, partner reading)
- Oral vocabulary development

Extensions:

Science/ Social Studies:

- Topic-relevant leveled readers
- 3 point essays
- Comprehension skill review with nonfiction text (*Science Stories* and social studies text)

Remediation:

- Small group instruction
- Utilize leveled readers for below-level, on-level, and advanced activities
- Refer to *ELL Overview* for various strategies
- Vary assessment levels based on need (*Fresh Reads*)

Instructional Methods:

- Whole group/ Direct instruction
- Small group/ Partner work
- Leveled groups
- Literature circles
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