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# Pennsylvania 6 English Language Arts / Reading

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                           |
|------------------|-----------------------------------------------------------|
| State            | Pennsylvania                                              |
| Grade            | 6 (Middle)                                                |
| Subject          | English Language Arts / Reading                           |
| Course category  | Core                                                      |
| Standards family | English Language Arts / Literacy                          |
| Framework        | English Language Arts                                     |
| Issuing agency   | Pennsylvania Department of Education                      |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Planning a Narrative

### Unit 3: Narrative Writing · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What makes a story worth reading to the end?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Standards          | <b>Narrative, Argument and Explanatory Writing -&gt; CC.1.3.6.E Reading Literature</b> — Analyze how the structure of a text contributes to the development of theme setting and plot<br><b>CC.1.3.6.F Reading Literature</b> — Determine the meaning of words and phrases as they are used in grade-level reading and content including interpretation of figurative language in context<br><b>Recurring: The Writing Process -&gt; CC.1.4.6.A, CC.1.4.6.B, CC.1.4.6.C</b> — 3 standards; full text in the standards table |
| Learning target    | "I can plan a narrative with a clear shape and purpose."                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

#### Measurable objectives

- Students will plan a narrative in which the development, organisation and style are appropriate to task, purpose and audience.
- Students will use the planning stage of the writing process.

#### Success criteria (student-friendly)

- "I decide audience and purpose."
- "I plan a shape with a conflict."
- "I plan an ending, not just a start."

#### Academic vocabulary

narrative, development, organisation, style, conflict

#### Materials and technology

- Planning frames
- Notebooks
- Chart paper
- Prompt cards
- Class devices

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                         |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up. |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                   |

| Support area           | This week's plan                                                                                                                                                                                       |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Multilingual learners  | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension   | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.                                                                    |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                                                                                       |

### Assessment and evidence

A narrative plan with conflict, shape and a decided ending.

### Family communication

Ask your child what their story's conflict is.

## Day 41 — Three Kinds of Writing, One Standard

Week 9, Day 1 · Unit 3 · Standards: CC.1.3.6.E, CC.1.3.6.F, CC.1.4.6.A, CC.1.4.6.B, CC.1.4.6.C

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Framing the year's writing.                              |
| Learning target   | "I can plan a narrative with a clear shape and purpose." |
| Vocabulary in use | narrative, development, organisation                     |
| Local date        | _____                                                    |

### Learning sequence

Connect: the writing process. Teach: that this week's standard contains three genres - narrative, argument and informative/explanatory - which fail in different ways, so each gets its own unit: narrative now, argument in Unit 5, informative in Unit 7. Try: shared comparison of the three. Apply: pupils state what each is for. Reflect: one standard, three units, because the genres are genuinely different work.

### Check for understanding

Student distinguishes the three kinds of writing by purpose.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

# Day 42 — Audience, Purpose, Task

Week 9, Day 2 · Unit 3 · Standards: CC.1.3.6.E, CC.1.3.6.F, CC.1.4.6.A, CC.1.4.6.B, CC.1.4.6.C

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | The standard's own criteria.                             |
| Learning target   | "I can plan a narrative with a clear shape and purpose." |
| Vocabulary in use | narrative, development, organisation                     |
| Local date        | _____                                                    |

## Learning sequence

Connect: the genres. Teach: those three are decided first. Try: shared deciding. Apply: pupils decide all three. Reflect: without them, 'good writing' has no meaning.

## Check for understanding

Student states the task, purpose and audience for their narrative.

## Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

## Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

## Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Finding the Conflict

Week 9, Day 3 · Unit 3 · Standards: CC.1.3.6.E, CC.1.3.6.F, CC.1.4.6.A, CC.1.4.6.B, CC.1.4.6.C

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | The engine.                                              |
| Learning target   | "I can plan a narrative with a clear shape and purpose." |
| Vocabulary in use | narrative, development, organisation                     |
| Local date        | _____                                                    |

### Learning sequence

Connect: Week 7's conflict work. Teach: that a narrative without a conflict is an account, and how to find one worth eight hundred words. Try: shared generation. Apply: pupils choose a conflict. Reflect: reading and writing meeting deliberately.

### Check for understanding

Student states a conflict their narrative will turn on.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

# Day 44 — Shaping It

Week 9, Day 4 · Unit 3 · Standards: CC.1.3.6.E, CC.1.3.6.F, CC.1.4.6.A, CC.1.4.6.B, CC.1.4.6.C

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Organisation.                                            |
| Learning target   | "I can plan a narrative with a clear shape and purpose." |
| Vocabulary in use | narrative, development, organisation                     |
| Local date        | _____                                                    |

## Learning sequence

Connect: conflict. Teach: planning a shape - what changes, when the reader learns what, where the turn is - and deciding the ending before drafting. Try: shared planning. Apply: pupils shape. Reflect: an ending decided late is usually an ending that does not work.

## Check for understanding

Student plans a shape including its ending.

## Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

## Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

## Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.



## Day 45 — A Plan Ready to Draft

Week 9, Day 5 · Unit 3 · Standards: CC.1.3.6.E, CC.1.3.6.F, CC.1.4.6.A, CC.1.4.6.B, CC.1.4.6.C

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Planning complete.                                       |
| Learning target   | "I can plan a narrative with a clear shape and purpose." |
| Vocabulary in use | narrative, development, organisation                     |
| Local date        | _____                                                    |

### Learning sequence

Connect: the week. Teach: checking the plan against task, purpose and audience. Try: shared review. Apply: pupils finalise. Reflect: drafting is next week; the writing process's first stage recorded.

### Check for understanding

Student completes a narrative plan checked against the criteria.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
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