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Beach Haven English Language Arts Curriculum	
Content Area: English Language Arts	
Course Title: ELA	**Grade Level: 6**
UNIT 1: **Reading**: Maintaining an Independent Reading Life (Curricular Calendar) **Writing:** Launching Writer's Notebooks and Independent Writing (Curricular Calendar), Shared Writing, Interactive Writing	**20 Days- ongoing**
UNIT 2: **Reading**: A Deep Study of Character (Book), Reading A-Z	

(Guided Reading), Comprehension, Speaking & Listening **Writing**: Personal Narrative: Crafting Powerful Life Stories, Autobiographies (Writing Teacher) (Book 1) , Shared Writing, Interactive Writing	**30 Days- ongoing**
UNIT 3: **Reading**: Tapping the Power of Nonfiction (Book 2) **Writing**: Research-Based Information Writing (Book 3- see User's Guide for Argument Bend), Shared Writing, Interactive Writing	**30 Days- ongoing**
UNIT 4: **Reading:** Social Issues Book Clubs: Reading for Empathy and Advocacy (Book 3) , Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing**: The Literary Essay: From Character to Compare/ Contrast (Book 2), Shared Writing, Interactive Writing	**30 Days- ongoing**
UNIT 5: **Writing**: Writing Test Prep (or unit of your choice), Shared Writing, Interactive Writing **Reading**: Reading Test Prep (or unit of your choice), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening	**20 Days- ongoing**

UNIT 6: **Reading:** Fantasy Book Clubs (Curricular Calendar), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing:** Fantasy Writing (If.. Then..) , Shared Writing, Interactive Writing	**30 Days- ongoing**
Unit 7: **Reading:** Launching Summer Reading Projects (Curricular Calendar) **Writing:** Graphic Novels: Writing in Pictures (Forthcoming Book)Bend 2	**20 Days**
NOTE - **Sustained Practices:** Focus areas are not mutually exclusive. Each focus area should include literary analysis of and exposure - either writing and/or reading - to narrative, poetry, nonfiction, research, argument, and informational texts as appropriate.	

Introduction

Students in sixth grade English Language Arts will complete seven units in which they explore a variety of informational/nonfiction and fiction texts including more complex science and social studies texts to develop required skills such as summarizing, comparison of texts, analysis of text structure regarding theme, setting, and plot development, determining the meaning of words, narrative writing, and engagement in collaborative discussions. All English Language Arts units follow the NJ Student Learning Objectives an meets grade 6 expectations. Student progress will be measured in a variety of methods.

This course will address the following: Analyze and evaluate political, economic, and social contributions inclusie of all persons. Investigate the roles and responsibilities of citizenship, including creating positive social change. Always address and discuss whose voice is missing from readings and materials used in class. Read novels and use material that are inclusie of all persons. Encourage student independent reading that incorporates experiences and perspectives that differ from their own identity in order to create a more positive concept inclusivity. Read themed literature to combat stereotypes and prejudices. In addition, address stereotypes and promote inclusive conversations inclusie of all persons.through reading. Introduce multifaceted perspectives and themes that reflect student diversity and enable students to explore this through writing. Assign activities that involve reading, writing and reflection on the political, economic and social contributions inclusie of all persons. In addition, use inclusive language to ensure all students feel safe and represented in the educational process. Allow students to choose a topic that interests them and provide multiple avenues to approach their final project. Make modifications to accommodate any students with specific needs, views and experience.

Alignment with State Mandates
The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements: ● Holocaust and genocides (N.J.S.A. 18A:35-28) ● History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43) ● Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a) ● History of disabled and LGBT persons included in middle and high school curriculum (Section 18A:35-4.35) ● Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please click here for specific examples (by subject). ● History and contributions of Asian Americans and Pacific Islanders (N.J.S.A. 18A:35-4.44)

ANCHOR STANDARDS	
The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum.	
Reading Domain *The reading anchor standard places equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.*	<u>Reading: Text complexity and the growth of comprehension</u> **(CR) Close Reading of Text:** By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections form it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **(CI) Central Ideas and Themes of Texts:** By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. **(IT) Interactions Among text Elements:** By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text. **(TS) Text Structure:** By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. **(PP) Perspective and Purpose in Texts:** By the end of grade 12, assess how perspective or purpose shapes the content and style of a text. **(MF) Diverse Media and Formats:** By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words. **(AA) Analysis of an Argument:** By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence. **(CT) Comparison of Texts:** By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Writing Domain *The writing anchor statements*	<u>Writing: Texts types, responding to reading, and research</u> **(AW) Argumentative Writing:** By the end of grade 12, write arguments to support

acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.	claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **(IW) Informative and Explanatory Writing:** By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. **(NW) Narrative Writing:** By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **(WP) Writing Process:** By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing. **(WR) Writing Research:** By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. **(SE) Sources of Evidence:** By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism. **(RW) Range of Writing:** By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.
Speaking and Listening Domain *Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual,*	<u>Speaking and Listening: Flexible communication and collaboration</u> **(PE) Participate Effectively:** By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **(II) Integrate Information:** By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. **(ES) Evaluate Speakers:** By the end of grade 12, evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric. **(PI) Present Information:** By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the

quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and text.	organization, development, and style are appropriate to task, purpose, and audience. **(UM) Use Media:** By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. **(AS) Adapt Speech:** By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
Language Domain *The language domain statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.*	<u>Language: System and structure, effective use, and vocabulary</u> **(SS) System and Structure of Language:** By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling. **(KL) Knowledge of Language:** By the end of grade 12, apply knowledge and language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **(VL) Vocabulary Acquisition, Use, and Literal Meaning:** By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate. **(VI) Vocabulary Acquisition, Use and Interpretative Meaning:** By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context

SUPPORTING AND ADDITIONAL STANDARDS

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills 9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8

An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. •
9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

Early planning can provide more options to pay for postsecondary training and employment.
9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice. •
9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education.
9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest. •
9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Critical Thinking and Problem Solving

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.
9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
9.4.8.GCA.1: 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
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2020 New Jersey Student Learning Standards – Computer Science and Design Thinking 8.1 Computer Science and 8.2 Design Thinking by the End of Grade 8

8.1.8.AP.4 Decompose problems and sub-problems into parts to facilitate the design, implementation, and review of programs.
8.1.8.AP.6 Refine a solution that meets users' needs by incorporating feedback from team members and users.
8.1.8.AP.8 Systematically test and refine programs using a range of test cases and users.
8.1.8.AP.9 Document programs in order to make them easier to follow, test, and debug.
8.1.8.DA.1 Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.4 Transform data to remove errors and improve the accuracy of the data for analysis.
8.1.8.IC.1 Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
8.1.8.IC.2 Describe issues of bias and accessibility in the design of existing technologies.
8.2.8.ED.1 Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
8.2.8.ED.2 Identify the steps in the design process that could be used to solve a problem.
8.2.8.ED.3 Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
8.2.8.ED.4 Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.
8.2.8.ED.5 Explain the need for optimization in a design process.
8.2.8.ED.7 Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).
8.2.8.ITH.1 Explain how the development and use of technology influences economic, political, social, and cultural issues.

ALIGNMENT WITH STATE MANDATES

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- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)
- History of disabled and LGBT persons included in middle and high school curriculum (Section 18A:35-4.35)
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please click here for specific examples (by subject).
- History and contributions of Asian Americans and Pacific Islanders (N.J.S.A. 18A:35-4.44)

UNIT 1: **Reading**: Maintaining an Independent Reading Life (Curricular Calendar) **Writing:** Launching Writer's Notebooks and Independent Writing (Curricular Calendar), Shared Writing, Interactive Writing	**20 Days- ongoing**

Focus Standards/Learning Targets

Language Domain

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
B. Use intensive pronouns (e.g., myself, ourselves).
C. Recognize and correct inappropriate shifts in pronoun number and person.
D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, 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. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., personification) in context.
B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
C. Analyze the impact of a specific word choice on meaning and tone.
D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Reading

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

Writing

W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
E. Provide a conclusion that follows from the narrated experiences or events.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. icon of hand holding a plant to denote opportunity to integrate climate change education.
W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.II.6.2. 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.

SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Supporting Standards

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
RI.PP.6.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.
RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.
W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
D. Establish and maintain a formal/academic style, approach, and form.
E. Provide a concluding statement or section that follows from the argument presented.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate transitions to clarify the relationships among ideas and concepts.
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Acknowledge and attempt a formal/academic style, approach, and form.
F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

Interdisciplinary Connections

Climate Change Standards

ESS3.D: Global Climate Change Human activities, such as the release of greenhouse gasses from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (MS-ESS3-5)

Social Studies

6.1.8.CivicsPI.1: Explain how individuals and groups demonstrate civic responsibility through personal actions and participation in community projects.

Science

5-8.ETS1-1: Define a problem, conduct research, and communicate scientific observations through written and visual formats.

Visual and Performing Arts Standards

1.3.8.Cr2a: Organize personal ideas and interests into a cohesive visual representation inspired by reading or research.

Computer Science and Design Thinking

8.1.8.AP.6 Refine a solution that meets users' needs by incorporating feedback from team members and users.
8.1.8.AP.9 Document programs in order to make them easier to follow, test, and debug.
8.2.8.ED.2 Identify the steps in the design process that could be used to solve a problem.
8.2.8.ED.5 Explain the need for optimization in a design process.

Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest, necessary education, skills, and potential career pathways.
9.2.8.CAP.3: Explain how personal interests, abilities, and values influence career decisions.
9.2.8.LIFE.1: Identify and demonstrate strategies to manage time and responsibilities effectively.

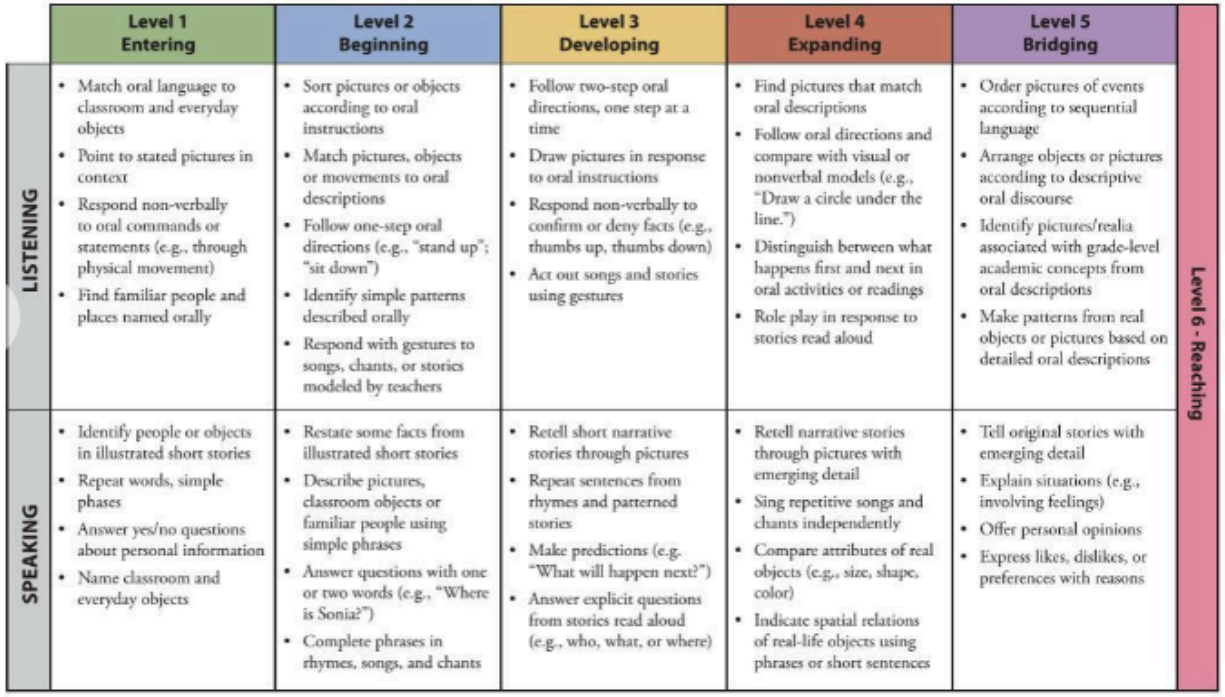
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

Career Readiness, Life Literacies, and Key Skills
History of disabled and LGBT persons

Address how students feel about the group(s) represented in the texts, visual/media representations, and materials used in this course.
Always address and discuss whose voice is missing from readings and other materials used in class.
Incorporate materials that include multiple perspectives that represent and reflect various groups of people including.
Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
Corresponding Standards:
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

ML WIDA Can Do Descriptors: Grade Level Cluster 6-8

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Associate letters with sounds and objects • Match content–related objects/pictures to words • Identify common symbols, signs, and words • Recognize concepts of print • Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text • Use picture dictionaries/ illustrated glossaries	• Sequence illustrated text of fictional and non-fictional events • Locate main ideas in a series of simple sentences • Find information from text structure (e.g., titles, graphs, glossary) • Follow text read aloud (e.g., tapes, teacher, paired-readings) • Sort/group pre-taught words/ phrases • Use pre-taught vocabulary (e.g., word banks) to complete simple sentences • Use L1 to support L2 (e.g., cognates) • Use bilingual dictionaries and glossaries	• Identify topic sentences, main ideas, and details in paragraphs • Identify multiple meanings of words in context (e.g., "cell," "table") • Use context clues • Make predictions based on illustrated text • Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") • Differentiate between fact and opinion • Answer questions about explicit information in texts • Use English dictionaries and glossaries	• Order paragraphs • Identify summaries of passages • Identify figurative language (e.g., "dark as night") • Interpret adapted classics or modified text • Match cause to effect • Identify specific language of different genres and informational texts • Use an array of strategies (e.g., skim and scan for information)	• Differentiate and apply multiple meanings of words/ phrases • Apply strategies to new situations • Infer meaning from modified grade-level text • Critique material and support argument • Sort grade-level text by genre	Level 6 - Reaching
WRITING	• Draw content-related pictures • Produce high frequency words • Label pictures and graphs • Create vocabulary/concept cards • Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)	• Complete pattern sentences • Extend "sentence starters" with original ideas • Connect simple sentences • Complete graphic organizers/ forms with personal information • Respond to yes/no, choice, and some WH- questions	• Produce short paragraphs with main ideas and some details (e.g., column notes) • Create compound sentences (e.g., with conjunctions) • Explain steps in problem-solving • Compare/contrast information, events, characters • Give opinions, preferences, and reactions along with reasons	• Create multiple-paragraph essays • Justify ideas • Produce content-related reports • Use details/examples to support ideas • Use transition words to create cohesive passages • Compose intro/body/ conclusion • Paraphrase or summarize text • Take notes (e.g., for research)	• Create expository text to explain graphs/charts • Produce research reports using multiple sources/ citations • Begin using analogies • Critique literary essays or articles	



	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Match oral language to classroom and everyday objects • Point to stated pictures in context • Respond non-verbally to oral commands or statements (e.g., through physical movement) • Find familiar people and places named orally	• Sort pictures or objects according to oral instructions • Match pictures, objects or movements to oral descriptions • Follow one-step oral directions (e.g., "stand up"; "sit down") • Identify simple patterns described orally • Respond with gestures to songs, chants, or stories modeled by teachers	• Follow two-step oral directions, one step at a time • Draw pictures in response to oral instructions • Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) • Act out songs and stories using gestures	• Find pictures that match oral descriptions • Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.") • Distinguish between what happens first and next in oral activities or readings • Role play in response to stories read aloud	• Order pictures of events according to sequential language • Arrange objects or pictures according to descriptive oral discourse • Identify pictures/realia associated with grade-level academic concepts from oral descriptions • Make patterns from real objects or pictures based on detailed oral descriptions	Level 6 - Reaching
SPEAKING	• Identify people or objects in illustrated short stories • Repeat words, simple phases • Answer yes/no questions about personal information • Name classroom and everyday objects	• Restate some facts from illustrated short stories • Describe pictures, classroom objects or familiar people using simple phrases • Answer questions with one or two words (e.g., "Where is Sonia?") • Complete phrases in rhymes, songs, and chants	• Retell short narrative stories through pictures • Repeat sentences from rhymes and patterned stories • Make predictions (e.g. "What will happen next?") • Answer explicit questions from stories read aloud (e.g., who, what, or where)	• Retell narrative stories through pictures with emerging detail • Sing repetitive songs and chants independently • Compare attributes of real objects (e.g., size, shape, color) • Indicate spatial relations of real-life objects using phrases or short sentences	• Tell original stories with emerging detail • Explain situations (e.g., involving feelings) • Offer personal opinions • Express likes, dislikes, or preferences with reasons	

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Concepts of print assessment

- Kahoot
- Flipgrid
- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Writing Portfolios
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment
- Writing Portfolios

Benchmark Assessments

- DRA
- Spelling Inventory
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt
- Lumos Learning

• Reflective/response journals • Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time • My Reading Log and Reflections • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Focus 1 Essential Questions: **Reading:** • How can I use the strategies and tools I have learned in Readers Workshop to become a stronger reader? • What strategies can I use to make reading more enjoyable and to look for the important ideas in the story? • How can conversations with my partner about our reading help us to become stronger readers? **Writing:** • What do effective writers do? • How do students identify themselves as writers? • How do writers express themselves clearly to others?	**Focus 1 Goals: Students will be able to…** **Reading** • Select texts independently based on interest, purpose, and reading level. • Establish routines for regular independent reading and track reading progress. • Identify and summarize main ideas, themes, and key details in literary and informational texts. • Analyze characters, events, and ideas, noting their development and relationships across a text. • Interpret the meaning of words and phrases, including figurative, domain-specific, and technical language. • Make inferences and draw conclusions supported by textual evidence. • Compare and contrast ideas, events, or perspectives within and across texts. • Integrate information from multiple texts to deepen understanding of themes, topics, or issues.

Focus 1 Enduring Understandings
Students will understand…
Reading:

- Readers take control of their reading lives and use all the tools and strategies they have accumulated, and make smart decisions to become stronger readers.
- Readers read closely to become engaged in their story and also look for bigger ideas that run through their story.
- Readers use their writing about reading to support discussions with their partners as they explore the big ideas in their books.

Writing:

- Engage in collaborative discussions about texts and authors, why writers write and their own writing lives. They incorporate figurative language to create images in their reader's minds.
- Understand that writers are storytellers who record personal experiences, emotions, life lessons and communicate and connect to others.
- Select ideas, collect information (to reflect on in their writer's notebooks), revise, edit and develop a piece to share with an audience.
- Engage in discussions about independent reading, citing evidence to support interpretations.
- Reflect on reading choices, growth, and strategies to sustain an independent reading life.

Writing

- Establish routines for regular independent writing in a writer's notebook.
- Generate ideas for writing through brainstorming, reflection, and text-based inspiration.
- Produce clear and coherent narrative, opinion, and informational texts with appropriate structure.
- Develop ideas with relevant details, examples, and evidence.
- Experiment with voice, style, and literary techniques in independent writing.
- Revise writing for clarity, elaboration, organization, and impact.
- Edit writing for grammar, punctuation, spelling, and sentence structure.
- Integrate textual evidence from reading to support independent writing.
- Reflect on writing progress, strengths, and areas for growth.
- Share and publish independent writing, demonstrating awareness of audience, purpose, and genre.

Instructional Plan	
Suggested Activities	**Suggested Resources**

• Rubric Based Peer Editing • Book Clubs • Socratic Seminar • KWL Four Corners Activities • Interactive Plot Charts • NJSLA Test Prep Activities	**Resources for on-grade students:** • *Supporting All Reader's Book* • Partners (turn-and-talk, heterogenous, homogenous) • Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) • Anchor Charts • Graphic organizer with sentence stems **Resources for students approaching grade level expectations:** • *Supporting All Reader's Book* • Document Camera for magnified visual • Listening option (ex. Epic) • RTI Progress Monitoring • Graphic organizer partially filled in by teacher • White boards • Beginning, middle and end graphic organizer • Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) **Resources for students exceeding grade level expectations:** • Independent or partner read and retell at own level. • Self-assess using retell checklist • "I wonder" questions • Compare and contrast the setting in the beginning, middle, end of story • First/Next/Then/Last Story Map including more details Useful Websites such as: • Heinemann Flights • Reading A-Z • Scholastic news

	• New Jersey Amistad Curriculum • New Jersey Commission on Holocaust Education • United States Holocaust Museum Educator Page

Suggested Options for Differentiation

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- Use a highlighter for key ideas, vocabulary
- Write helpful hints in margins of copied materials
- Provide copy of all notes
- Preferential seating
- Use manipulatives
- Use graphic organizers
- Reinforce vocabulary within the content
- Assign a picture or movement to vocabulary words
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in’s during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading

- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading

- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)

- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language

- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Core Instructional and Supplemental Materials
Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- Units of Study for Teaching Writing by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- Units of Study for Teaching Reading by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2023
- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com
- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com

- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/
- www.lumoslearning.com
- HMH Writable
- Google Suite and Classroom
- Canva
- Jump rope readers

Various Levels of Text:
The Dragon Ball series by Akira Toriyama
The Great Greene Heist (Jackson Greene series) by Varian Johnson
The Track series by Jason Reynolds
The Better Nate Than Ever series by Tim Federle
The Alex Rider Series by Anthony Horowitz
The Gaither Sisters series by Rita Williams-Garcia
The Amulet Series by Kazu Kibuishi

Scholastic Magazine - True Stories Writer: Countee Cullen/"Tableau" "Bronx Masquerade" Nikki Grimes (identity/awareness)
Writer: Danish Author Hans Christian Andersen Danish "The Emperor's New Clothes"

Scholastic Magazine - True Stories Character: Percy Jackson in The Lightning Thief By Rick Riordan (dyslexia) Wonder by R.J. Palacio (acceptance/disabilities)
Books/Selections for Independent Reading:
The Kid Nobody Could Handle by Kurt Vonnegut, Jr. (feeling of being left out/ not good enough)
Fish in a Tree by Lynda Mullaly Hunt (dyslexia)

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations
- Leveled Text according to data
- Writable

- Lumos Learning
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Actively Learn
- Writable
- Lumos Learning
- Leveled Text according to data
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- CommonLit
- Leveled Text according to data
- Writable
- Lumos Learning
- District approved Novels

Teacher Notes:

UNIT 2: **Reading**: A Deep Study of Character (Book), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing**: Personal Narrative: Crafting Powerful Life Stories, Autobiographies (Writing Teacher) (Book 1) , Shared Writing, Interactive Writing	**Duration: 30 Days**
Standards/Learning Targets	

Language Domain

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
B. Use intensive pronouns (e.g., myself, ourselves).
C. Recognize and correct inappropriate shifts in pronoun number and person.
D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, 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. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., personification) in context.

B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
C. Analyze the impact of a specific word choice on meaning and tone.
D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Reading

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

Writing

W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
E. Provide a conclusion that follows from the narrated experiences or events.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. icon of hand holding a plant to denote opportunity to integrate climate change education.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.II.6.2. 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.

SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Supporting Standards

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
RI.PP.6.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.
RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
D. Establish and maintain a formal/academic style, approach, and form.
E. Provide a concluding statement or section that follows from the argument presented.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate transitions to clarify the relationships among ideas and concepts.
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Acknowledge and attempt a formal/academic style, approach, and form.
F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

Interdisciplinary Connections

Climate Change Standards

● ESS3.D: Global Climate Change Human activities, such as the release of greenhouse gasses from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in

decisions and activities. (MS-ESS3-5)

Social Studies

6.1.8.CivicsPR.2: Compare multiple perspectives on historical events and explain how they influence civic understanding.

SEL

CASEL Competency: Self-Awareness and Social Awareness: Recognize personal identity and perspectives of others to foster empathy and collaboration.

Visual and Performing Arts Standards

1.3.8.Cr2a: Organize personal ideas and interests into a cohesive visual representation inspired by reading or research.

Computer Science and Design Thinking

8.1.8.AP.4 Decompose problems and sub-problems into parts to facilitate the design, implementation, and review of programs.
8.1.8.AP.6 Refine a solution that meets users' needs by incorporating feedback from team members and users.
8.1.8.CS.1–2: Use digital tools to create multimedia narratives or interactive timelines representing character development.
8.2.8.ED.1 Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
8.2.8.ED.7 – Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).

Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.4: Analyze how personal attributes, including values, beliefs, and behaviors, influence career paths.
9.2.8.LIFE.2: Demonstrate self-awareness and the ability to reflect on personal experiences to support growth.
9.2.8.CAP.5: Develop strategies to overcome obstacles and achieve personal and academic goals.
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Career Readiness, Life Literacies, and Key Skills

History of disabled and LGBT persons

- Address how students feel about the group(s) represented in the texts, visual/media representations, and materials used in this course.

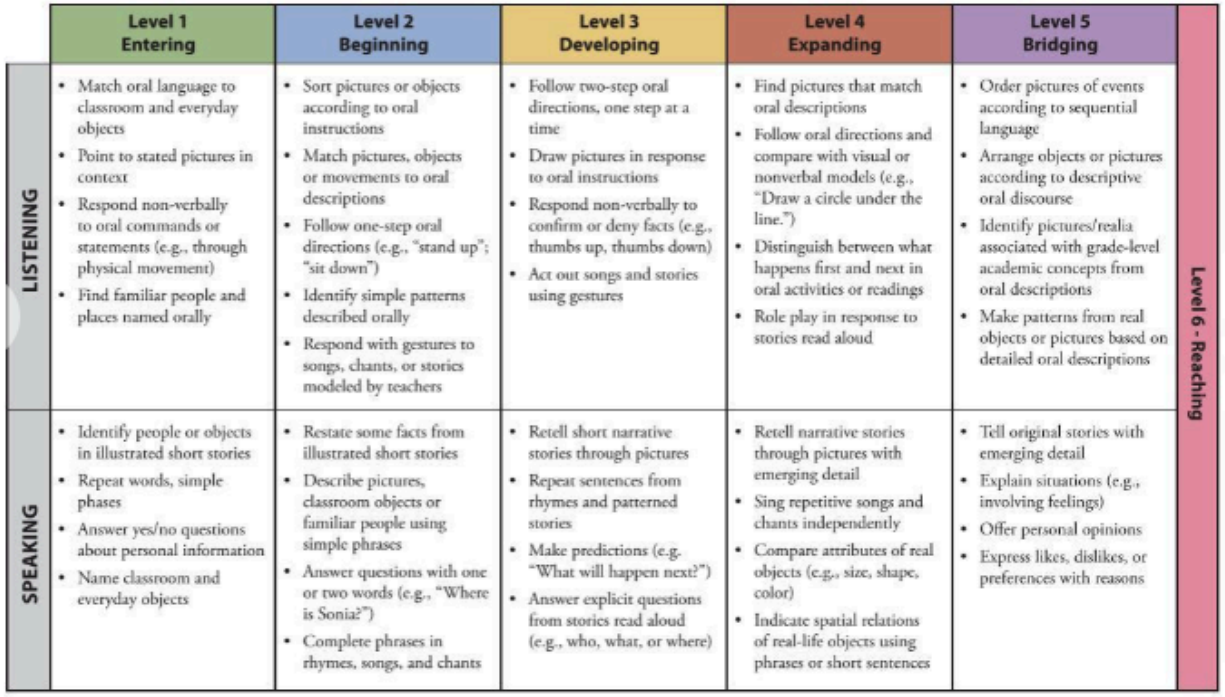
- Always address and discuss whose voice is missing from readings and other materials used in class.
- Incorporate materials that include multiple perspectives that represent and reflect various groups of people including.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.

Corresponding Standards:

- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

ML WIDA Can Do Descriptors: Grade Level Cluster 6-8

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	• Associate letters with sounds and objects • Match content–related objects/pictures to words • Identify common symbols, signs, and words • Recognize concepts of print • Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text • Use picture dictionaries/ illustrated glossaries	• Sequence illustrated text of fictional and non-fictional events • Locate main ideas in a series of simple sentences • Find information from text structure (e.g., titles, graphs, glossary) • Follow text read aloud (e.g., tapes, teacher, paired-readings) • Sort/group pre-taught words/ phrases • Use pre-taught vocabulary (e.g., word banks) to complete simple sentences • Use L1 to support L2 (e.g., cognates) • Use bilingual dictionaries and glossaries	• Identify topic sentences, main ideas, and details in paragraphs • Identify multiple meanings of words in context (e.g., "cell," "table") • Use context clues • Make predictions based on illustrated text • Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") • Differentiate between fact and opinion • Answer questions about explicit information in texts • Use English dictionaries and glossaries	• Order paragraphs • Identify summaries of passages • Identify figurative language (e.g., "dark as night") • Interpret adapted classics or modified text • Match cause to effect • Identify specific language of different genres and informational texts • Use an array of strategies (e.g., skim and scan for information)	• Differentiate and apply multiple meanings of words/ phrases • Apply strategies to new situations • Infer meaning from modified grade-level text • Critique material and support argument • Sort grade-level text by genre	
WRITING	• Draw content-related pictures • Produce high frequency words • Label pictures and graphs • Create vocabulary/concept cards • Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)	• Complete pattern sentences • Extend "sentence starters" with original ideas • Connect simple sentences • Complete graphic organizers/ forms with personal information • Respond to yes/no, choice, and some WH- questions	• Produce short paragraphs with main ideas and some details (e.g., column notes) • Create compound sentences (e.g., with conjunctions) • Explain steps in problem-solving • Compare/contrast information, events, characters • Give opinions, preferences, and reactions along with reasons	• Create multiple-paragraph essays • Justify ideas • Produce content-related reports • Use details/examples to support ideas • Use transition words to create cohesive passages • Compose intro/body/ conclusion • Paraphrase or summarize text • Take notes (e.g., for research)	• Create expository text to explain graphs/charts • Produce research reports using multiple sources/ citations • Begin using analogies • Critique literary essays or articles	



	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Match oral language to classroom and everyday objects • Point to stated pictures in context • Respond non-verbally to oral commands or statements (e.g., through physical movement) • Find familiar people and places named orally	• Sort pictures or objects according to oral instructions • Match pictures, objects or movements to oral descriptions • Follow one-step oral directions (e.g., "stand up"; "sit down") • Identify simple patterns described orally • Respond with gestures to songs, chants, or stories modeled by teachers	• Follow two-step oral directions, one step at a time • Draw pictures in response to oral instructions • Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) • Act out songs and stories using gestures	• Find pictures that match oral descriptions • Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.") • Distinguish between what happens first and next in oral activities or readings • Role play in response to stories read aloud	• Order pictures of events according to sequential language • Arrange objects or pictures according to descriptive oral discourse • Identify pictures/realia associated with grade-level academic concepts from oral descriptions • Make patterns from real objects or pictures based on detailed oral descriptions	Level 6 - Reaching
SPEAKING	• Identify people or objects in illustrated short stories • Repeat words, simple phases • Answer yes/no questions about personal information • Name classroom and everyday objects	• Restate some facts from illustrated short stories • Describe pictures, classroom objects or familiar people using simple phrases • Answer questions with one or two words (e.g., "Where is Sonia?") • Complete phrases in rhymes, songs, and chants	• Retell short narrative stories through pictures • Repeat sentences from rhymes and patterned stories • Make predictions (e.g. "What will happen next?") • Answer explicit questions from stories read aloud (e.g., who, what, or where)	• Retell narrative stories through pictures with emerging detail • Sing repetitive songs and chants independently • Compare attributes of real objects (e.g., size, shape, color) • Indicate spatial relations of real-life objects using phrases or short sentences	• Tell original stories with emerging detail • Explain situations (e.g., involving feelings) • Offer personal opinions • Express likes, dislikes, or preferences with reasons	

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Concepts of print assessment

- Kahoot
- Flipgrid
- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Writing Portfolios
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment
- Writing Portfolios

Benchmark Assessments

- DRA
- Spelling Inventory
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt
- Lumos Learning

• Reflective/response journals • Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time • My Reading Log and Reflections • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Focus 2 Essential Questions: **Reading:** • What strategies can I use to generate and revise theories about my characters, and how do I go about using them? • How do I keep track of and provide evidence for my ideas as they change and grow? • How do I determine what the messages an author is trying in a book and across texts and genres? **Writing:** • How do I choose a topic for a personal essay? • What is the best way to structure a personal essays? **Focus 2 Enduring Understandings** **Students will understand that…** **Reading:**	**Focus 2 Goals: Students will be able to…** **Reading** • Develop theories about characters by collecting evidence across the text, including dialogue, actions, internal thoughts, and relationships. • Track character development over time, noting how characters evolve in response to events, conflicts, and pressures. • Analyze character motivations by identifying what drives a character's decisions and how their desires or fears shape the plot. • Interpret how characters' relationships contribute to themes, noticing how interactions reveal deeper issues such as loyalty, identity, power, or justice. • Study secondary and contrasting characters to understand how they highlight, challenge, or change the main character.

● Readers develop and revise theories about complex characters by paying close attention not only to what they do and say, but how and why they do and say those things. ● Readers track theories as they grow and change, taking note of different things that influences the characters change ● Readers determine the themes or messages in books, recognize the authors' perspectives, and compare and contrast the ways that different authors address those themes **Writing:** ● Writers of personal essays gather topics that are of importance to them and choose one to express as a thesis. ● Writers of personal essays gather material and information and develop a plan prior to drafting an essay.	● Analyze the role of conflict—internal and external—in pushing characters toward growth or struggle. ● Determine how point of view influences character understanding, comparing the reader's perspective to what characters perceive or believe. ● Identify emerging themes by looking at patterns in a character's struggles, choices, and transformations. ● Cite strong text evidence from multiple sections of the text to support claims about character traits, motivations, responses, and themes. ● Participate in collaborative book club conversations, building interpretations together by listening, questioning, and adding on to peers' thinking. ● Write about reading by crafting clear, supported responses that explain character analysis, claim-driven insights, and theme ideas. ● Transfer character-analysis skills to independent reading, applying the same close reading techniques across novels and genres. **Writing** ● Generate personal narrative and autobiographical story ideas by reflecting on meaningful life moments, relationships, challenges, and turning points. ● Develop a clear narrative focus by selecting a seed idea and narrowing it to a small, powerful moment that reveals a personal truth or insight. ● Craft vivid characters and settings using precise sensory details, descriptive language, and purposeful word choice to immerse readers in the experience. ● Establish a clear narrative arc that includes a well-paced beginning, rising action, climax, and reflection or

	resolution. ● Use dialogue, description, and internal thinking to show character motivations, emotions, and reactions rather than simply telling. ● Employ narrative techniques such as foreshadowing, flashbacks, leads, transitions, and conclusions appropriate for sixth-grade narrative writing. ● Develop a reflective voice, showing how an event shaped one's identity, perspective, or understanding of the world. ● Revise writing with attention to craft, improving clarity, transitions, structure, elaboration, and theme through multiple drafts and peer feedback. ● Edit for grammar, sentence fluency, punctuation, and conventions, ensuring readability and adherence to sixth-grade language standards. ● Use technology to draft, revise, and publish narratives, applying digital tools for editing and presentation. ● Analyze mentor texts, including personal narratives and autobiographies, to identify craft moves and apply them in their own writing. ● Write independently for both short and extended time periods, producing polished personal narratives and autobiographical pieces for publication.
Instructional Plan	
Suggested Activities	**Suggested Resources**
Lesson Example: Analyzing How a Character Responds to Challenges	**Resources for on-grade students:** ● *Supporting All Reader's Book* ● Partners (turn-and-talk, heterogenous, homogenous) ● Word wall and Anchor Charts (ex. word wall with unit

I Do:

I explain to students that today readers look closely at how characters respond to challenges, because those responses reveal who the character truly is. I model using a familiar read-aloud, such as *Because of Winn-Dixie* or *Esperanza Rising*. I read a short excerpt where the character faces a clear challenge—perhaps a moment of conflict, fear, or disappointment—and I think aloud: "What does this moment show about who this character is inside? How are they reacting?" I underline lines that reveal emotions, choices, or internal thoughts, and then say something like, "Esperanza tries to stay calm even though things feel out of control—this tells me she's learning to be resilient." I show students how strong readers track these moments as evidence of character growth.

We Do:

Together, the class reads another brief passage from the shared read-aloud or book club text containing a challenge or moment of tension for the character. I guide students to identify the challenge and then we gather clues—dialogue, actions, thoughts—to figure out how the character responds. Students offer ideas such as "He tried to hide his frustration," "She stepped in to help even though she was scared," or "He argued instead of listening." As we chart possible interpretations together, I help the class anchor their ideas in the text, deciding which reactions reveal courage, stubbornness, empathy, or fear.

fundation, sounds, digraphs, blends and trick words)
- Anchor Charts
- Graphic organizer with sentence stems

Resources for students approaching grade level expectations:

- *Supporting All Reader's Book*
- Document Camera for magnified visual
- Listening option (ex. Epic)
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards
- Beginning, middle and end graphic organizer
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)

Resources for students exceeding grade level expectations:

- Independent or partner read and retell at own level.
- Self-assess using retell checklist
- "I wonder" questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map including more details

Useful Websites such as:

- Heinemann Flights
- Reading A-Z
- Scholastic news
- GLSEN: 2017 NJ School Climate Survey
- New Jersey Amistad Curriculum
- New Jersey Commission on Holocaust Education
- United States Holocaust Museum Educator Page

We collaboratively form a strong inference about what the character's response shows about their personality or growth. **They Do:** Students return to their independent reading books and reread a section where their character encounters a challenge, conflict, or difficult moment. They identify the challenge, gather text evidence of how the character responds, and write a short reflection in their reading notebooks: "My character faced ___ and responded by ___. This shows that my character is ___," using at least two pieces of evidence to support their thinking. Students then share their reflections with a partner, discussing whether their interpretations are well supported. I confer with readers, prompting some to dig deeper into emotional subtext or reconsider what the response truly reveals about the character's traits or development. **Lesson Example: Writing a Personal Narrative with Vivid Moments** **I Do:** I explain that today writers will practice crafting a personal narrative by focusing on a vivid moment from their own life. I model using a short personal anecdote, such as a first time performing in a school play. I think aloud: "Instead of just saying, 'I was nervous,' I want to show it. I describe my sweaty palms, my shaky voice, and the feeling of my heart racing. I underline the sensory details and jot a note: 'Use action,	• Teaching Tolerance

dialogue, and feeling to make the moment come alive.' Then I write a short paragraph, showing how I combine these details to create a vivid scene that helps the reader experience the moment with me." **We Do:** Next, as a class, we brainstorm a meaningful shared experience, such as a class trip or assembly. I guide students to notice small, specific details—what they saw, heard, and felt—and to consider how these details can make a narrative vivid. Students suggest ideas such as "The rollercoaster rattled and roared," "I whispered to my friend nervously," or "The sky was bright and windy." Together, we co-write a paragraph, modeling how to weave sensory details, actions, and reflections into a cohesive narrative that captures the moment fully. **They Do:** Students then select a personal moment from their own lives and write a short narrative paragraph in their notebooks. They focus on including at least three sensory details, an action, and a thought or feeling to make the moment vivid. After writing, they share their paragraphs with a partner, discussing which details help the reader experience the moment. I circulate to confer, prompting students to add stronger sensory language, clarify actions, and reflect on why this moment matters, helping them craft a compelling personal narrative.	

Suggested Options for Differentiation
Multilingual Learners English Language Learners: • Classroom Visuals (Vowel Valley, Sound Walls) • Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall) • Gesturing • Miming (ex: use Rime Magic cards and act out pictures on short vowel card) • Teacher Modeling • Roleplay • Simplified Language / Teacher Talk / Thinking Aloud • Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures) • Picture Directions • Use books on tape • Use print, not cursive • Small group instruction • Choral reading • Chants, rhymes, songs • Use a highlighter for key ideas, vocabulary • Write helpful hints in margins of copied materials • Provide copy of all notes • Preferential seating • Use manipulatives • Use graphic organizers • Reinforce vocabulary within the content • Assign a picture or movement to vocabulary words • Spanish minilesson videos • One-on-one check-ins **Special Education:** • Follow All IEP Modifications

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in’s during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"

- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers

- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Core Instructional and Supplemental Materials
Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- Units of Study for Teaching Writing by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- Units of Study for Teaching Reading by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2023
- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com
- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com

- https://www.softschools.com/
- www.lumoslearning.com
- HMH Writable
- Google Suite and Classroom
- Canva
- Jump rope readers

Various Levels of Text:
Other Traumas by Adam Bagdasarian
The Dragon Ball series by Akira Toriyama
The Great Greene Heist (Jackson Greene series) by Varian Johnson
The Track series by Jason Reynolds
The Better Nate Than Ever series by Tim Federle
The Alex Rider Series by Anthony Horowitz
The Gaither Sisters series by Rita Williams-Garcia
The Amulet Series by Kazu Kibuishi

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations
- Leveled Text according to data
- Writable
- Lumos Learning
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations
- Actively Learn
- Writable
- Lumos Learning
- Leveled Text according to data
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations
- CommonLit

- Leveled Text according to data
- Writable
- Lumos Learning
- District approved Novels

Teacher Notes:

UNIT 3: **Reading**: Tapping the Power of Nonfiction (Book 2) **Writing**: Research-Based Information Writing (Book 3- see User's Guide for Argument Bend), Shared Writing, Interactive Writing	**Duration: 30 days**

Standards/Learning Targets

Language Domain

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
B. Use intensive pronouns (e.g., myself, ourselves).
C. Recognize and correct inappropriate shifts in pronoun number and person.
D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, 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. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., personification) in context.
B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
C. Analyze the impact of a specific word choice on meaning and tone.
D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Reading

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
RI.PP.6.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.
RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

Writing
W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate transitions to clarify the relationships among ideas and concepts.
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Acknowledge and attempt a formal/academic style, approach, and form.
F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
E. Provide a conclusion that follows from the narrated experiences or events.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. icon of hand holding a plant to denote opportunity to integrate climate change education.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.II.6.2. 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.
SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Supporting Standards

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
D. Establish and maintain a formal/academic style, approach, and form.
E. Provide a concluding statement or section that follows from the argument presented.

Interdisciplinary Connections

Climate Change Standards

ESS3.D: Global Climate Change Human activities, such as the release of greenhouse gasses from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (MS-ESS3-5)

Social Studies Standards

6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

Visual and Performing Arts Standards

1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.
1.2.8.Cr1b: Organize and design artistic ideas for media arts productions

Math

6.SP.1–6.SP.5: Develop understanding of statistical variability and summarize data for analysis in informational contexts.

Computer Science and Design Thinking

8.1.8.DA.1 Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.AP.4 – Decompose problems and sub-problems into parts to facilitate the design, implementation, and review of programs.

8.1.8.CS.4: Use digital tools to cite sources and present research responsibly.
8.2.8.ED.3 – Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
8.2.8.ED.5 Explain the need for optimization in a design process.

Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.1: Identify career pathways and the skills required for different professions.
9.2.8.IML.1: Evaluate the credibility and relevance of information from multiple sources.
9.2.8.IML.3: Use information literacy skills to organize and present information effectively.
9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Career Readiness, Life Literacies, and Key Skills
History of disabled and LGBT persons

- Address how students feel about the group(s) represented in the texts, visual/media representations, and materials used in this course.
- Always address and discuss whose voice is missing from readings and other materials used in class.
- Incorporate materials that include multiple perspectives that represent and reflect various groups of people including.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.

Corresponding Standards:

- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

ML WIDA Can Do Descriptors: Grade Level Cluster 6-8

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Associate letters with sounds and objects • Match content–related objects/pictures to words • Identify common symbols, signs, and words • Recognize concepts of print • Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text • Use picture dictionaries/ illustrated glossaries	• Sequence illustrated text of fictional and non-fictional events • Locate main ideas in a series of simple sentences • Find information from text structure (e.g., titles, graphs, glossary) • Follow text read aloud (e.g., tapes, teacher, paired-readings) • Sort/group pre-taught words/ phrases • Use pre-taught vocabulary (e.g., word banks) to complete simple sentences • Use L1 to support L2 (e.g., cognates) • Use bilingual dictionaries and glossaries	• Identify topic sentences, main ideas, and details in paragraphs • Identify multiple meanings of words in context (e.g., "cell," "table") • Use context clues • Make predictions based on illustrated text • Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") • Differentiate between fact and opinion • Answer questions about explicit information in texts • Use English dictionaries and glossaries	• Order paragraphs • Identify summaries of passages • Identify figurative language (e.g., "dark as night") • Interpret adapted classics or modified text • Match cause to effect • Identify specific language of different genres and informational texts • Use an array of strategies (e.g., skim and scan for information)	• Differentiate and apply multiple meanings of words/ phrases • Apply strategies to new situations • Infer meaning from modified grade-level text • Critique material and support argument • Sort grade-level text by genre	Level 6 - Reaching
WRITING	• Draw content-related pictures • Produce high frequency words • Label pictures and graphs • Create vocabulary/concept cards • Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)	• Complete pattern sentences • Extend "sentence starters" with original ideas • Connect simple sentences • Complete graphic organizers/ forms with personal information • Respond to yes/no, choice, and some WH- questions	• Produce short paragraphs with main ideas and some details (e.g., column notes) • Create compound sentences (e.g., with conjunctions) • Explain steps in problem-solving • Compare/contrast information, events, characters • Give opinions, preferences, and reactions along with reasons	• Create multiple-paragraph essays • Justify ideas • Produce content-related reports • Use details/examples to support ideas • Use transition words to create cohesive passages • Compose intro/body/ conclusion • Paraphrase or summarize text • Take notes (e.g., for research)	• Create expository text to explain graphs/charts • Produce research reports using multiple sources/ citations • Begin using analogies • Critique literary essays or articles	

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Match oral language to classroom and everyday objects • Point to stated pictures in context • Respond non-verbally to oral commands or statements (e.g., through physical movement) • Find familiar people and places named orally	• Sort pictures or objects according to oral instructions • Match pictures, objects or movements to oral descriptions • Follow one-step oral directions (e.g., "stand up"; "sit down") • Identify simple patterns described orally • Respond with gestures to songs, chants, or stories modeled by teachers	• Follow two-step oral directions, one step at a time • Draw pictures in response to oral instructions • Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) • Act out songs and stories using gestures	• Find pictures that match oral descriptions • Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.") • Distinguish between what happens first and next in oral activities or readings • Role play in response to stories read aloud	• Order pictures of events according to sequential language • Arrange objects or pictures according to descriptive oral discourse • Identify pictures/realia associated with grade-level academic concepts from oral descriptions • Make patterns from real objects or pictures based on detailed oral descriptions	Level 6 - Reaching
SPEAKING	• Identify people or objects in illustrated short stories • Repeat words, simple phases • Answer yes/no questions about personal information • Name classroom and everyday objects	• Restate some facts from illustrated short stories • Describe pictures, classroom objects or familiar people using simple phrases • Answer questions with one or two words (e.g., "Where is Sonia?") • Complete phrases in rhymes, songs, and chants	• Retell short narrative stories through pictures • Repeat sentences from rhymes and patterned stories • Make predictions (e.g. "What will happen next?") • Answer explicit questions from stories read aloud (e.g., who, what, or where)	• Retell narrative stories through pictures with emerging detail • Sing repetitive songs and chants independently • Compare attributes of real objects (e.g., size, shape, color) • Indicate spatial relations of real-life objects using phrases or short sentences	• Tell original stories with emerging detail • Explain situations (e.g., involving feelings) • Offer personal opinions • Express likes, dislikes, or preferences with reasons	

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Concepts of print assessment

- Kahoot
- Flipgrid
- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Writing Portfolios
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment
- Writing Portfolios

Benchmark Assessments

- DRA
- Spelling Inventory
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt
- Lumos Learning

• Reflective/response journals • Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time • My Reading Log and Reflections • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Focus 3 Essential Questions: **Reading:** • How do nonfiction readers identify the overall point of view in a text? • How can readers become objective and critical in their stance, rather than just accepting whatever information they encounter in a printed or online text? • How does analyzing texts increase understanding? • What strategies can be used to decode complex texts? • How does reading complex texts require more from the reader? **Writing:** • How do I generate ideas and try out topics to write an informational piece about? • What craft structures can I use to better teach the reader about my topic?	**Focus 3 Goals: Students will be able to…** **Reading** • Identify and summarize main ideas and key details in nonfiction texts. • Analyze how an author supports points with evidence, examples, and reasoning. • Interpret relationships between ideas, events, or concepts within a text. • Determine the meaning of academic and domain-specific vocabulary in context. • Compare and contrast text structures and author's organizational choices across multiple texts. • Evaluate multiple accounts of the same topic to identify differences in perspective or purpose. • Synthesize information from multiple sources to deepen understanding of a topic.

- How do I make sure that I give credit to authors for the information I gather from their books?
- What is required for an effective research project?
- How can citing evidence?

Focus 3 Enduring Understandings
Students will understand…

Reading:

- A reader uses inductive and deductive reasoning in order to analyze and evaluate a text.
- Using a variety of reading comprehension strategies increases reading fluency.

Writing:

- Writers use their writing to teach others facts and express their ideas on the topic.
- Writers use more than words to teach others about a topic.
- Writers make sure they organize their writing and make it as clear as possible for the reader.
- Writers gather information about a topic and cite the sources of the information.
- Writers use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Research requires citations from several sources

- Use textual evidence to support inferences, conclusions, and interpretations.
- Engage in collaborative discussions about nonfiction texts, citing evidence and building on peers' ideas.
- Report or present information clearly, sequencing ideas logically and using supporting facts.

Writing

- Conduct research using multiple sources to gather relevant information on a topic.
- Organize information logically to support claims or explanations.
- Write clear informative or explanatory texts, including facts, definitions, and examples.
- Develop claims with supporting evidence and reasoning appropriate for argument writing.
- Use transitions, domain-specific vocabulary, and precise language to enhance clarity.
- Draft, revise, and edit writing for coherence, style, and accuracy.
- Cite evidence from texts to support research-based claims or explanations.
- Produce polished, publishable writing for an intended audience.
- Integrate research findings from multiple sources into cohesive writing.
- Write routinely for a range of purposes and audiences, applying research-based strategies independently.

Instructional Plan

Suggested Activities	Resources
Reading **Lesson Example: Determining the Author's Main Idea and Supporting Evidence in Nonfiction** **I Do:** I explain that today readers will practice identifying the main idea of a nonfiction text and finding supporting evidence. I model using a short article about an animal or historical event. I think aloud: "The text talks about how bees communicate to find food. I notice sentences that describe the waggle dance and the buzzing signals. I underline these details and summarize the main idea in my notebook: 'Bees use dances and signals to communicate where to find food.' I show students how I connect the supporting details to the main idea, explaining that strong readers use evidence from the text to fully understand the topic." **We Do:** Next, as a class, we read another nonfiction excerpt together, such as a short passage about recycling or space exploration. I guide students to identify sentences that reveal key points and discuss how they support the main idea. Students suggest supporting evidence and we chart it together, modeling how to synthesize multiple details from the text. I write a shared main idea sentence and show how to pair it with evidence, modeling how to organize thoughts clearly while reading nonfiction.	**Resources for on-grade students:** ● *Supporting All Reader's Book* ● Partners (turn-and-talk, heterogenous, homogenous) ● Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) ● Anchor Charts ● Graphic organizer with sentence stems **Resources for students approaching grade level expectations:** ● *Supporting All Reader's Book* ● Document Camera for magnified visual ● Listening option (ex. Epic) ● RTI Progress Monitoring ● Graphic organizer partially filled in by teacher ● White boards ● Beginning, middle and end graphic organizer ● Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) **Resources for students exceeding grade level expectations:** ● Independent or partner read and retell at own level. ● Self-assess using retell checklist ● "I wonder" questions ● Compare and contrast the setting in the beginning, middle, end of story ● First/Next/Then/Last Story Map including more details Useful Websites such as: ● Heinemann Flights

They Do: Students then select a nonfiction text at their reading level and identify the main idea of a section. They underline or highlight 2–3 pieces of supporting evidence and write a brief explanation in their notebooks connecting the evidence to the main idea. After writing, students share their main idea and evidence with a partner, discussing whether the evidence clearly supports the main idea. I circulate to confer, helping students refine their understanding, choose the strongest evidence, and articulate the connection between details and the central idea of the text. **Writing** **Lesson Example: Organizing Evidence to Support an Argument** **I Do:** I explain that today writers will practice organizing evidence to make their argument stronger in a research-based informational essay. I model using a sample debatable topic, such as whether schools should provide more outdoor learning time. I think aloud: "I have collected several pieces of evidence—statistics on student focus, expert quotes, and examples from schools that already do this. I need to group them into categories that support my main claim. For instance, I put all evidence about academic benefits together, and all evidence about physical health together. I show how I create a mini-outline in my notebook, jotting	• Reading A-Z • Scholastic news • http://theoceancountylibrary.org/researchinfo/ • http://oedb.org/ilibrarian/150-writing-resources/ • GLSEN: 2017 NJ School Climate Survey • New Jersey Amistad Curriculum • New Jersey Commission on Holocaust Education • United States Holocaust Museum Educator Page Resources for Climate Change Focus • Save Barnegat Bay • Project SEA • Break Down Climate Change for Students: https://ourclimateourfuture.org/videos/ • NJ Climate Education Hub: https://njclimateeducation.org/ • Assignments to Spark Action: https://www.allwecansave.earth/assignments-to-spark-action • Our Climate Our Future: https://ourclimateourfuture.org/ • Youth Action Network: https://acespace.org/youth-action-network/ https://leafpacknetwork.org/ https://plasticwaveproject.org/microplastics • Kids against climate change: https://kidsagainstclimatechange.co/?utm_medium=email&utm_source=GovDelivery

headings and bullet points, so that my essay will have a clear structure." **We Do:** Next, as a class, we examine a short set of research notes on a shared topic, such as implementing school recycling programs. I guide students to group the evidence into categories and discuss which pieces best support the claim. Students suggest ways to order the evidence logically, such as starting with the strongest point or grouping related ideas. Together, we create a shared mini-outline, showing how each piece of evidence fits under a category heading and supports the overall argument. I model writing a sentence or two connecting a piece of evidence to the claim to show how to integrate research smoothly. **They Do:** Students then return to their own research topics and notes, identifying 2–3 categories of evidence that support their main claim. They organize their notes in a mini-outline in their notebooks, using headings and bullet points, and write a brief example sentence for each piece of evidence that links it to the claim. Students share their organization with a partner, explaining why each category strengthens their argument. I circulate to confer, prompting students to refine their categories, prioritize the strongest evidence, and ensure each piece clearly supports their claim, preparing them to draft a cohesive research-based essay.	• Writing Climate Books: https://www.cogitation.in/educator-training-for-climate-authorsBooks • Climate Dice: https://climatedice.com/

Suggested Options for Differentiation	
Multilingual Learners English Language Learners: ● Classroom Visuals (Vowel Valley, Sound Walls) ● Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall) ● Gesturing ● Miming (ex: use Rime Magic cards and act out pictures on short vowel card) ● Teacher Modeling ● Roleplay ● Simplified Language / Teacher Talk / Thinking Aloud ● Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures) ● Picture Directions ● Use books on tape ● Use print, not cursive ● Small group instruction ● Choral reading ● Chants, rhymes, songs ● Use a highlighter for key ideas, vocabulary ● Write helpful hints in margins of copied materials ● Provide copy of all notes ● Preferential seating ● Use manipulatives ● Use graphic organizers ● Reinforce vocabulary within the content ● Assign a picture or movement to vocabulary words ● Spanish minilesson videos ● One-on-one check-ins	

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in’s during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects

- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects

- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)

- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a “buddy”
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in’s during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support

- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Core Instructional and Supplemental Materials
Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- Units of Study for Teaching Writing by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- Units of Study for Teaching Reading by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2023
- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com
- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com

- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/
- www.lumoslearning.com
- HMH Writable
- Google Suite and Classroom
- Canva
- Jump rope readers

Various Levels of Text:
Balto and the Great Race
Rescue and Jessica: A Life-Changing Friendship
Danger on the Mountain!: True Stories of Extreme Adventures!
Totally True Adventures: Apollo 13
Pele: The King of Soccer
All Stations! Distress
Trinity: A Graphic History of the First Atomic Bomb
March, the Trilogy
Quiet Power
I am Malala*
The Big Thirst
The Boy Who Challenged Hitler
Fatal Fever: Tracking Down Typhoid Mary
Bomb: the Race to Build and Steal the World's Most
Marco and I Want to Play Ball: A True Story Promoting Inclusion and Self-Determination (Finding My Way) Inclusivity:
Emmanuel's Dream: The True Story of Emmanuel Fosa Yeboah

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations
- Leveled Text according to data
- Writable
- Lumos Learning

- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Actively Learn
- Writable
- Lumos Learning
- Leveled Text according to data
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- CommonLit
- Leveled Text according to data
- Writable
- Lumos Learning
- District approved Novels

Teacher Notes:

UNIT 4: **Reading:** Social Issues Book Clubs: Reading for Empathy and Advocacy (Book 3) , Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing**: The Literary Essay: From Character to Compare/ Contrast (Book 2), Shared Writing, Interactive Writing	**Duration: 30 Days**

Standards/Learning Targets

Language Domain

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
B. Use intensive pronouns (e.g., myself, ourselves).
C. Recognize and correct inappropriate shifts in pronoun number and person.
D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, 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. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., personification) in context.
B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

C. Analyze the impact of a specific word choice on meaning and tone.
D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Reading

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

Writing

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
D. Establish and maintain a formal/academic style, approach, and form.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. icon of hand holding a plant to denote opportunity to integrate climate change education.

Supporting Standards

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
RI.PP.6.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.
RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate transitions to clarify the relationships among ideas and concepts.
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Acknowledge and attempt a formal/academic style, approach, and form.
F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
E. Provide a conclusion that follows from the narrated experiences or events.

Interdisciplinary Connections

Climate Change

● ESS3.D: Global Climate Change Human activities, such as the release of greenhouse gasses from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering

capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (MS-ESS3-5)

Social Studies Standards

6.1.8.CivicsPI.1: Explain how individuals and groups demonstrate civic responsibility through personal actions and participation in community projects.

SEL

CASEL Competencies: Social Awareness – Recognize and empathize with others' perspectives; Responsible Decision-Making – Consider ethical and social consequences when making choices.

Computer Science and Design Thinking

8.1.8.IC.2 – Describe issues of bias and accessibility in the design of existing technologies.
8.1.8.AP.6 – Refine a solution that meets users' needs by incorporating feedback from team members and users.
8.1.8.DA.1: Create digital media that communicates information or ideas for specific audiences.
8.2.8.ED.1 – Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
8.2.8.ITH.1 – Explain how the development and use of technology influences economic, political, social, and cultural issues.

Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.6: Evaluate how community, cultural, and global issues influence career opportunities.
9.2.8.LIFE.3: Demonstrate ethical decision-making and responsible citizenship.
9.2.8.CAP.7: Identify ways to advocate for personal and community needs in a responsible manner.
9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Career Readiness, Life Literacies, and Key Skills

History of disabled and LGBT persons

- Address how students feel about the group(s) represented in the texts, visual/media representations, and materials used in this course.

- Always address and discuss whose voice is missing from readings and other materials used in class.
- Incorporate materials that include multiple perspectives that represent and reflect various groups of people including.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.

Corresponding Standards:

- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

ML WIDA Can Do Descriptors: Grade Level Cluster 6-8

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Associate letters with sounds and objects • Match content–related objects/pictures to words • Identify common symbols, signs, and words • Recognize concepts of print • Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text • Use picture dictionaries/ illustrated glossaries	• Sequence illustrated text of fictional and non-fictional events • Locate main ideas in a series of simple sentences • Find information from text structure (e.g., titles, graphs, glossary) • Follow text read aloud (e.g., tapes, teacher, paired-readings) • Sort/group pre-taught words/ phrases • Use pre-taught vocabulary (e.g., word banks) to complete simple sentences • Use L1 to support L2 (e.g., cognates) • Use bilingual dictionaries and glossaries	• Identify topic sentences, main ideas, and details in paragraphs • Identify multiple meanings of words in context (e.g., "cell," "table") • Use context clues • Make predictions based on illustrated text • Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") • Differentiate between fact and opinion • Answer questions about explicit information in texts • Use English dictionaries and glossaries	• Order paragraphs • Identify summaries of passages • Identify figurative language (e.g., "dark as night") • Interpret adapted classics or modified text • Match cause to effect • Identify specific language of different genres and informational texts • Use an array of strategies (e.g., skim and scan for information)	• Differentiate and apply multiple meanings of words/ phrases • Apply strategies to new situations • Infer meaning from modified grade-level text • Critique material and support argument • Sort grade-level text by genre	Level 6 - Reaching
WRITING	• Draw content-related pictures • Produce high frequency words • Label pictures and graphs • Create vocabulary/concept cards • Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)	• Complete pattern sentences • Extend "sentence starters" with original ideas • Connect simple sentences • Complete graphic organizers/ forms with personal information • Respond to yes/no, choice, and some WH- questions	• Produce short paragraphs with main ideas and some details (e.g., column notes) • Create compound sentences (e.g., with conjunctions) • Explain steps in problem-solving • Compare/contrast information, events, characters • Give opinions, preferences, and reactions along with reasons	• Create multiple-paragraph essays • Justify ideas • Produce content-related reports • Use details/examples to support ideas • Use transition words to create cohesive passages • Compose intro/body/ conclusion • Paraphrase or summarize text • Take notes (e.g., for research)	• Create expository text to explain graphs/charts • Produce research reports using multiple sources/ citations • Begin using analogies • Critique literary essays or articles	

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Match oral language to classroom and everyday objects • Point to stated pictures in context • Respond non-verbally to oral commands or statements (e.g., through physical movement) • Find familiar people and places named orally	• Sort pictures or objects according to oral instructions • Match pictures, objects or movements to oral descriptions • Follow one-step oral directions (e.g., "stand up"; "sit down") • Identify simple patterns described orally • Respond with gestures to songs, chants, or stories modeled by teachers	• Follow two-step oral directions, one step at a time • Draw pictures in response to oral instructions • Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) • Act out songs and stories using gestures	• Find pictures that match oral descriptions • Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.") • Distinguish between what happens first and next in oral activities or readings • Role play in response to stories read aloud	• Order pictures of events according to sequential language • Arrange objects or pictures according to descriptive oral discourse • Identify pictures/realia associated with grade-level academic concepts from oral descriptions • Make patterns from real objects or pictures based on detailed oral descriptions	Level 6 - Reaching
SPEAKING	• Identify people or objects in illustrated short stories • Repeat words, simple phases • Answer yes/no questions about personal information • Name classroom and everyday objects	• Restate some facts from illustrated short stories • Describe pictures, classroom objects or familiar people using simple phrases • Answer questions with one or two words (e.g., "Where is Sonia?") • Complete phrases in rhymes, songs, and chants	• Retell short narrative stories through pictures • Repeat sentences from rhymes and patterned stories • Make predictions (e.g. "What will happen next?") • Answer explicit questions from stories read aloud (e.g., who, what, or where)	• Retell narrative stories through pictures with emerging detail • Sing repetitive songs and chants independently • Compare attributes of real objects (e.g., size, shape, color) • Indicate spatial relations of real-life objects using phrases or short sentences	• Tell original stories with emerging detail • Explain situations (e.g., involving feelings) • Offer personal opinions • Express likes, dislikes, or preferences with reasons	

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:
    - Kahoot

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Concepts of print assessment
- Readers Workshop sight word/high frequency word assessment

- Flipgrid
- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Writing Portfolios
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Reflective/response journals
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment
- Writing Portfolios

Benchmark Assessments

- DRA
- Spelling Inventory
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt
- Lumos Learning

• Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time • My Reading Log and Reflections • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Focus 4 Essential Questions: • How are literary elements used in fiction? • How can we learn to appreciate similarities and differences through literature? • How can reading a variety of written materials broaden your understanding of the world and self? • How does reflection make me a better writer? • How does analyzing narrative texts influence a reader's understanding of plot, theme, and purpose? • How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking? **Focus 4 Enduring Understandings** ***Students will understand…*** • Authors use literary elements and techniques to enhance their writing.	**Focus 4 Goals: Students will be able to…** **Reading** • Cite textual evidence to support analysis of characters, events, or ideas in a text. • Determine and explain themes or central ideas in social-issue texts. • Analyze how characters respond to challenges and how those responses develop over a text. • Compare and contrast characters, settings, or events across texts to deepen understanding. • Interpret words and phrases, including figurative language, in context to analyze meaning. • Analyze text structure and explain how chapters, scenes, or sections contribute to overall meaning. • Evaluate an author's point of view and its impact on the narrative. • Engage in collaborative discussions, building on others' ideas and citing textual evidence.

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- Similarities and differences in works of fiction mirror similarities and differences in real life.
- People bring their own cultural identities, beliefs, and traditions into everyday encounters.
- Writing is a multi-step process that authors employ in order to produce a quality piece of work.
- Writers use knowledge of language and its conventions when writing, speaking, reading, or listening.

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- Summarize arguments or positions in discussions, distinguishing claims supported by evidence.
- Reflect on and respond to social issues, connecting text understanding to empathy and advocacy.

Writing

- Write analytical essays that examine characters, events, and themes in literature.
- Develop clear claims about texts, supported with relevant evidence.
- Organize ideas logically, using paragraphs, transitions, and clear introductions/conclusions.
- Compare and contrast characters, events, or themes across texts to deepen analysis.
- Integrate textual evidence effectively to support literary analysis.
- Address counterclaims or alternative perspectives where appropriate.
- Revise and edit writing for clarity, style, and accuracy.
- Apply academic and domain-specific vocabulary in literary analysis writing.
- Produce polished essays suitable for presentation or publication.
- Write routinely for various analytical purposes, demonstrating independent mastery.

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<tr>
<td colspan="2">Instructional Plan</td>
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<td>Suggested Activities</td>
<td>Resources</td>
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<tr>
<td>Lesson Example: Noticing Characters’ Experiences to Build</td>
<td>Resources for on-grade students:</td>
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Empathy

I Do:

I explain that today readers will focus on noticing characters' experiences in social-issue texts to better understand their feelings and perspectives. I model with a short excerpt from a book addressing a social issue, such as a story about a child experiencing bullying. I read aloud and think aloud: "The text says she stays silent in class because she's afraid of being teased. I underline this sentence and note the character's feelings of fear and isolation. I show students how I connect these feelings to the bigger social issue: 'I understand that being bullied can make someone feel alone and powerless.' I explain that noticing these experiences helps readers develop empathy and think about how they might advocate for others."

We Do:

Next, as a class, we read another short passage together from the shared book club text. I guide students to notice what challenges the character faces and how they respond, asking questions such as, "What does this tell us about how the character feels?" and "How might this situation affect others around them?" Students suggest observations such as "He feels angry and frustrated" or "She tries to help her friend even though it's scary." We chart their ideas and discuss how understanding these experiences can help us think critically about social issues, model empathy, and notice opportunities for advocacy.

- *Supporting All Reader's Book*
- Partners (turn-and-talk, heterogenous, homogenous)
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)
- Anchor Charts
- Graphic organizer with sentence stems

Resources for students approaching grade level expectations:

- *Supporting All Reader's Book*
- Document Camera for magnified visual
- Listening option (ex. Epic)
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards
- Beginning, middle and end graphic organizer
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)

Resources for students exceeding grade level expectations:

- Independent or partner read and retell at own level.
- Self-assess using retell checklist
- "I wonder" questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map including more details

Useful Websites such as:

- Heinemann Flights
- Reading A-Z
- Scholastic news

They Do: Students then choose a section from their independent book club text and identify one experience a character faces. They underline evidence in the text and write a short reflection in their notebooks: “My character faced ___ and felt ___, which helps me understand ___.” Students share their reflections with a partner, discussing how the character’s experience helps them think about fairness, kindness, or advocacy. I circulate to confer, prompting students to make deeper connections between the text and real-world social issues, and to consider ways they might advocate or respond thoughtfully in similar situations. **Lesson Example: Writing a Compare/Contrast Literary Essay** **I Do:** I explain that today writers will practice comparing and contrasting two characters from a text or two texts, focusing on similarities and differences that reveal deeper understanding. I model using two characters from a familiar story, such as Opal and her father in *Because of Winn-Dixie*. I think aloud: “Opal is outgoing and curious, while her father is quiet and cautious. I notice passages that show these traits—Opal making friends easily, her father staying reserved. I underline the text evidence and write a sentence that compares them: ‘Both Opal and her father care about relationships, but they show it in different ways.’ I model how to connect evidence to a claim about the	

characters in a literary essay." **We Do:** Next, as a class, we choose two characters from a shared text and examine their traits, actions, and dialogue. I guide students to notice similarities and differences and gather supporting evidence. Students suggest observations like "Both characters feel lonely, but one expresses it through words while the other through actions." Together, we co-write a paragraph that compares and contrasts the characters, modeling how to integrate textual evidence and explain how it supports our analysis. We discuss transitions and linking words that help the essay flow. **They Do:** Students then select two characters from their independent reading or book club text. They identify similarities and differences, underline supporting evidence, and write a short compare/contrast paragraph in their notebooks. Students use sentence frames such as: "Both ___ and ___ ___, but ___ differs because ___." After writing, they share their paragraphs with a partner, discussing whether the evidence clearly supports their comparisons and contrasts. I circulate to confer, prompting students to clarify their reasoning, strengthen evidence, and ensure their essay shows insight into the characters' traits and relationships.	
Suggested Options for Differentiation	

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- Use a highlighter for key ideas, vocabulary
- Write helpful hints in margins of copied materials
- Provide copy of all notes
- Preferential seating
- Use manipulatives
- Use graphic organizers
- Reinforce vocabulary within the content
- Assign a picture or movement to vocabulary words
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)

- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a "buddy"
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books

- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills

- Provide students with necessary academic resources and materials

Core Instructional and Supplemental Materials
Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- Units of Study for Teaching Writing by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- Units of Study for Teaching Reading by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2023
- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com
- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/
- www.lumoslearning.com

- HMH Writable
- Google Suite and Classroom
- Canva
- Jump rope readers

Various Levels of Text:
My Side of the Story from First French Kiss: and Other Traumas by Adam Bagdasrarian
Inside Out from The Circuit by Francisco Jimenez

Other authors:
Rita Willam Garcia
Angela Johnson
RJ Palacio
Sharon Flake
Jerry Spinelli
Kwame Alexander
James Howe

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations
- Leveled Text according to data
- Writable
- Lumos Learning
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations
- Actively Learn
- Writable
- Lumos Learning
- Leveled Text according to data
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- CommonLit
- Leveled Text according to data
- Writable
- Lumos Learning
- District approved Novels

Teacher Notes:

UNIT 5: **Reading**: Reading Test Prep (or unit of your choice), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing**: Writing Test Prep (or unit of your choice), Shared Writing, Interactive Writing	**Duration: 20 Days**

Standards/Learning Targets

Language Domain

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
B. Use intensive pronouns (e.g., myself, ourselves).
C. Recognize and correct inappropriate shifts in pronoun number and person.
D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, 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. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., personification) in context.
B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
C. Analyze the impact of a specific word choice on meaning and tone.
D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Reading

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
RI.PP.6.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.
RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
Writing

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
D. Establish and maintain a formal/academic style, approach, and form.
E. Provide a concluding statement or section that follows from the argument presented.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate transitions to clarify the relationships among ideas and concepts.
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Acknowledge and attempt a formal/academic style, approach, and form.
F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
E. Provide a conclusion that follows from the narrated experiences or events.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. icon of hand holding a plant to denote opportunity to integrate climate change education.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.II.6.2. 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.

SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Supporting Standards

https://www.nj.gov/education/standards/ela/2023/6.shtml

Interdisciplinary Connections

Climate Change

● ESS3.D: Global Climate Change Human activities, such as the release of greenhouse gasses from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (MS-ESS3-5)

Social Studies Standards

6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
6.1.8.HistorySE.1: Analyze historical sources and information in reading passages.

Visual and Performing Arts Standards

1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.
1.2.8.Cr1b: Organize and design artistic ideas for media arts productions

Math

6.NS: Apply arithmetic operations and ratios to solve problems based on text data.

6.EE: Use expressions and equations to interpret data from passages.

Science

6-8.NSO.1: Apply scientific inquiry skills to interpret data and text-based information.

Computer Science and Design Thinking

8.1.8.AP.8 Systematically test and refine programs using a range of test cases and users.
8.1.8.DA.4 Transform data to remove errors and improve the accuracy of the data for analysis.
8.1.8.IC.1: Use digital tools to gather, organize, and interpret information to support learning.
8.2.8.ED.5 Explain the need for optimization in a design process.

Career Readiness, Life Literacies, and Key Skills

9.2.8.LIFE.1: Identify and demonstrate strategies to manage time and responsibilities effectively.
9.2.8.CAP.5: Develop strategies to overcome obstacles and achieve personal and academic goals.
9.2.8.IML.2: Demonstrate the ability to use digital tools to support learning and productivity.
9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Career Readiness, Life Literacies, and Key Skills

History of disabled and LGBT persons

Address how students feel about the group(s) represented in the texts, visual/media representations, and materials used in this course.
Always address and discuss whose voice is missing from readings and other materials used in class.
Incorporate materials that include multiple perspectives that represent and reflect various groups of people including.
Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
Corresponding Standards:

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

ML WIDA Can Do Descriptors: Grade Level Cluster 6-8

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Associate letters with sounds and objects • Match content–related objects/pictures to words • Identify common symbols, signs, and words • Recognize concepts of print • Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text • Use picture dictionaries/ illustrated glossaries	• Sequence illustrated text of fictional and non-fictional events • Locate main ideas in a series of simple sentences • Find information from text structure (e.g., titles, graphs, glossary) • Follow text read aloud (e.g., tapes, teacher, paired-readings) • Sort/group pre-taught words/ phrases • Use pre-taught vocabulary (e.g., word banks) to complete simple sentences • Use L1 to support L2 (e.g., cognates) • Use bilingual dictionaries and glossaries	• Identify topic sentences, main ideas, and details in paragraphs • Identify multiple meanings of words in context (e.g., "cell," "table") • Use context clues • Make predictions based on illustrated text • Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") • Differentiate between fact and opinion • Answer questions about explicit information in texts • Use English dictionaries and glossaries	• Order paragraphs • Identify summaries of passages • Identify figurative language (e.g., "dark as night") • Interpret adapted classics or modified text • Match cause to effect • Identify specific language of different genres and informational texts • Use an array of strategies (e.g., skim and scan for information)	• Differentiate and apply multiple meanings of words/ phrases • Apply strategies to new situations • Infer meaning from modified grade-level text • Critique material and support argument • Sort grade-level text by genre	Level 6 - Reaching
WRITING	• Draw content-related pictures • Produce high frequency words • Label pictures and graphs • Create vocabulary/concept cards • Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)	• Complete pattern sentences • Extend "sentence starters" with original ideas • Connect simple sentences • Complete graphic organizers/ forms with personal information • Respond to yes/no, choice, and some WH- questions	• Produce short paragraphs with main ideas and some details (e.g., column notes) • Create compound sentences (e.g., with conjunctions) • Explain steps in problem-solving • Compare/contrast information, events, characters • Give opinions, preferences, and reactions along with reasons	• Create multiple-paragraph essays • Justify ideas • Produce content-related reports • Use details/examples to support ideas • Use transition words to create cohesive passages • Compose intro/body/ conclusion • Paraphrase or summarize text • Take notes (e.g., for research)	• Create expository text to explain graphs/charts • Produce research reports using multiple sources/ citations • Begin using analogies • Critique literary essays or articles	

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Match oral language to classroom and everyday objects • Point to stated pictures in context • Respond non-verbally to oral commands or statements (e.g., through physical movement) • Find familiar people and places named orally	• Sort pictures or objects according to oral instructions • Match pictures, objects or movements to oral descriptions • Follow one-step oral directions (e.g., "stand up"; "sit down") • Identify simple patterns described orally • Respond with gestures to songs, chants, or stories modeled by teachers	• Follow two-step oral directions, one step at a time • Draw pictures in response to oral instructions • Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) • Act out songs and stories using gestures	• Find pictures that match oral descriptions • Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.") • Distinguish between what happens first and next in oral activities or readings • Role play in response to stories read aloud	• Order pictures of events according to sequential language • Arrange objects or pictures according to descriptive oral discourse • Identify pictures/realia associated with grade-level academic concepts from oral descriptions • Make patterns from real objects or pictures based on detailed oral descriptions	Level 6 - Reaching
SPEAKING	• Identify people or objects in illustrated short stories • Repeat words, simple phases • Answer yes/no questions about personal information • Name classroom and everyday objects	• Restate some facts from illustrated short stories • Describe pictures, classroom objects or familiar people using simple phrases • Answer questions with one or two words (e.g., "Where is Sonia?") • Complete phrases in rhymes, songs, and chants	• Retell short narrative stories through pictures • Repeat sentences from rhymes and patterned stories • Make predictions (e.g. "What will happen next?") • Answer explicit questions from stories read aloud (e.g., who, what, or where)	• Retell narrative stories through pictures with emerging detail • Sing repetitive songs and chants independently • Compare attributes of real objects (e.g., size, shape, color) • Indicate spatial relations of real-life objects using phrases or short sentences	• Tell original stories with emerging detail • Explain situations (e.g., involving feelings) • Offer personal opinions • Express likes, dislikes, or preferences with reasons	

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:
    - Kahoot

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Concepts of print assessment
- Readers Workshop sight word/high frequency word assessment

- Flipgrid
- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Writing Portfolios
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Reflective/response journals
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment
- Writing Portfolios

Benchmark Assessments

- DRA
- Spelling Inventory
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt
- Lumos Learning

• Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time • My Reading Log and Reflections • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Essential Questions: **Reading:** • What reading skills, strategies, and habits will help me on standardized tests? **Writing:** • How are developed essays generated in one writing session? • How is test-situation essay writing similar to and different from other essay writing? • Why is a strong thesis statement important in essay writing? **Enduring Understandings** **Reading**: • Closely reading test text (questions and passages) and utilizing metacognitive thinking are effective test-taking strategies	**Goals: Students will be able to…** **Reading** • Cite textual evidence to support analysis of explicit and inferred meaning in literary and informational texts. • Determine the central idea or theme of a text and summarize it concisely. • Analyze how characters, events, or ideas develop over the course of a text. • Interpret words and phrases, including figurative and domain-specific language, in context. • Analyze text structure and explain how parts of a text contribute to overall meaning. • Determine an author's point of view or purpose and how it is conveyed. • Compare and contrast ideas, events, or characters across texts. • Engage effectively in collaborative discussions, citing evidence and building on others' ideas.

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- Standardized tests have a specific format and language
- Standardized test-makers expect that readers have learned a repertoire of reading skills and strategies that they can apply in a myriad of contexts.

Writing:

- Writers express ideas about texts.
- Writers develop ideas about texts through repetition and practice.
- Test takers plan strategies in advance for how they will react when they encounter trouble.

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- Distinguish claims supported by evidence from unsupported claims in spoken or written discussion.

Writing

- Write arguments to support claims with clear reasons and relevant evidence.
- Write informative/explanatory texts to convey ideas, concepts, and information clearly.
- Organize writing logically, including introductions, transitions, and conclusions.
- Use textual evidence effectively to support analysis or explanations.
- Address counterclaims or alternative perspectives where appropriate.
- Revise and edit writing for clarity, coherence, and correctness.
- Apply domain-specific vocabulary and precise language in writing.
- Write routinely for a range of tasks, purposes, and audiences.
- Produce polished writing appropriate for assessment tasks, demonstrating independent mastery.

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<th colspan="2">Instructional Plan</th>
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Lesson Example: Answering Evidence-Based Short-Answer Questions

I Do:

I explain that today readers will practice answering short-answer

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Resources for on-grade students:

- *Supporting All Reader's Book*
- Partners (turn-and-talk, heterogenous, homogenous)
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)

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test questions by using evidence from the text. I model with a short passage and a sample prompt, such as: “Explain how the character’s actions show their priorities.” I read the passage aloud and think aloud: “The text says the character skipped lunch to help a friend with homework. I underline this line because it shows the character cares about others. I model writing a response: ‘The character’s actions show that helping friends is a priority because they skipped their own lunch to assist.’ I highlight how I connect specific text evidence directly to my answer.” **We Do:** Next, as a class, we read another short passage together and review a similar prompt. I guide students to underline relevant evidence in the text and discuss how it supports a clear answer. Students offer ideas, and we co-write a short response together, modeling how to integrate the evidence into a complete, concise sentence. I also show how to check that the response fully answers the question, emphasizing clarity and precision. **They Do:** Students then read a new passage independently and respond to a short-answer question in their notebooks. They underline at least one piece of evidence and write a response that explains how it supports their answer. After writing, students share their answers with a partner, discussing whether the evidence clearly supports their reasoning. I circulate to confer, helping students strengthen their responses by choosing the best evidence,	● Anchor Charts ● Graphic organizer with sentence stems **Resources for students approaching grade level expectations:** ● *Supporting All Reader’s Book* ● Document Camera for magnified visual ● Listening option (ex. Epic) ● RTI Progress Monitoring ● Graphic organizer partially filled in by teacher ● White boards ● Beginning, middle and end graphic organizer ● Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) **Resources for students exceeding grade level expectations:** ● Independent or partner read and retell at own level. ● Self-assess using retell checklist ● “I wonder” questions ● Compare and contrast the setting in the beginning, middle, end of story ● First/Next/Then/Last Story Map including more details Useful Websites such as: ● Heinemann Flights ● Reading A-Z ● Scholastic news

clarifying their reasoning, and ensuring that their answer directly addresses the prompt. **Lesson Example: Writing a Clear, Evidence-Based Response to a Prompt** **I Do:** I explain that today writers will practice responding to a test prompt by clearly stating their claim and supporting it with evidence from a text. I model using a short passage and a prompt such as: "Explain how the character demonstrates responsibility." I read the passage aloud and think aloud: "The text says the character stayed after class to help a peer with homework. I underline this detail because it shows responsibility. I model writing a response: 'The character demonstrates responsibility by staying after class to help a peer, showing that they care about others and their learning.' I highlight how I connect evidence directly to the claim and explain the reasoning clearly." **We Do:** Next, as a class, we read another short passage together and examine a similar prompt. I guide students to locate evidence in the text and discuss why it supports the claim. Students suggest ideas such as, "They completed their chores before playing," or "They reminded a friend about the rules." Together, we co-write a response, modeling how to include evidence, explain reasoning, and use precise language to answer the prompt fully.	

They Do: Students then read a new passage independently and respond to a short-answer prompt in their notebooks. They underline at least one piece of evidence and write a response that connects it to their claim, using complete sentences. Students share their responses with a partner, discussing whether the evidence clearly supports the claim and if the reasoning is explicit. I circulate to confer, helping students refine their language, strengthen connections between evidence and claim, and ensure their response fully addresses the prompt.	

Suggested Options for Differentiation

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- Use a highlighter for key ideas, vocabulary

- Write helpful hints in margins of copied materials
- Provide copy of all notes
- Preferential seating
- Use manipulatives
- Use graphic organizers
- Reinforce vocabulary within the content
- Assign a picture or movement to vocabulary words
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in’s during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in’s during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading

- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions

- Choice board to extend learning
- Expand reading bookshelf ‘variety of genre’
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a “buddy”
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in’s during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere

- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Core Instructional and Supplemental Materials

Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- Units of Study for Teaching Writing by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- Units of Study for Teaching Reading by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2023
- https://www.heinemann.com/

- http://www.starfall.com
- http://www.abcya.com
- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/
- www.lumoslearning.com
- HMH Writable
- Google Suite and Classroom
- Canva
- Jump rope readers

Various Levels of Text:
The Dragon Ball series by Akira Toriyama
The Great Greene Heist (Jackson Greene series) by Varian Johnson
The Track series by Jason Reynolds
The Better Nate Than Ever series by Tim Federle
The Alex Rider Series by Anthony Horowitz
The Gaither Sisters series by Rita Williams-Garcia
The Amulet Series by Kazu Kibuishi
Balto and the Great Race
Rescue and Jessica: A Life-Changing Friendship
Danger on the Mountain!: True Stories of Extreme Adventures!

Totally True Adventures: Apollo 13
Pele: The King of Soccer
All Stations! Distress
Trinity: A Graphic History of the First Atomic Bomb
March, the Trilogy
Quiet Power
I am Malala*
The Big Thirst
The Boy Who Challenged Hitler
Fatal Fever: Tracking Down Typhoid Mary
Bomb: the Race to Build and Steal the World's Most Dangerous Weapon
The Droon series
The Dragons in a Bag series
Dragon Slayer Academy series
Spiderwick Chronicles
The Love Sugar Magic series
The Storm Runner series
Deltora Quest series
The Spirit series
The Chronicles of Narnia
The Lightning Thief series
Pendragon series
The Mortal Instruments series

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations

- Leveled Text according to data
- Writable
- Lumos Learning
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Actively Learn

- Writable
- Lumos Learning
- Leveled Text according to data
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- CommonLit
- Leveled Text according to data
- Writable
- Lumos Learning
- District approved Novels

Teacher Notes:

UNIT 6: **Reading:** Fantasy Book Clubs (Curricular Calendar), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing:** Fantasy Writing (If.. Then..) , Shared Writing, Interactive Writing	**Duration: 30 Days**

Standards/Learning Targets

Language Domain

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
B. Use intensive pronouns (e.g., myself, ourselves).
C. Recognize and correct inappropriate shifts in pronoun number and person.

D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, 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. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., personification) in context.
B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
C. Analyze the impact of a specific word choice on meaning and tone.
D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Reading

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

Writing

W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
E. Provide a conclusion that follows from the narrated experiences or events.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
icon of hand holding a plant to denote opportunity to integrate climate change education.
W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening
SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.II.6.2. 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.
SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Supporting Standards
RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information. RI.PP.6.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation. RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue. RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics. W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate transitions to clarify the relationships among ideas and concepts.
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Acknowledge and attempt a formal/academic style, approach, and form.
F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

Interdisciplinary Connections

Climate Change

● ESS3.D: Global Climate Change Human activities, such as the release of greenhouse gasses from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (MS-ESS3-5)

Social Studies Standards

6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
6.1.8.HistoryCC.1: Analyze how cultural and historical contexts influence literature, folklore, and mythology.

Visual and Performing Arts Standards

1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations.
1.3.8.Cr2a: Organize personal ideas into visual representations inspired by literature.

Computer Science and Design Thinking

8.1.8.AP.4 – Decompose problems and sub-problems into parts to facilitate the design, implementation, and review of programs.
8.1.8.AP.9 – Document programs in order to make them easier to follow, test, and debug.
8.1.8.DA.1: Create digital media that communicates ideas and information, such as interactive maps or storyboards.
8.2.8.ED.7 – Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).

Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.8: Explain how creativity and innovation are essential skills in a variety of career fields.
9.2.8.LIFE.4: Demonstrate adaptability and flexibility when approaching new challenges.
9.2.8.CAP.9: Identify career opportunities that align with creative and artistic interests.
9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Career Readiness, Life Literacies, and Key Skills

History of disabled and LGBT persons

- Address how students feel about the group(s) represented in the texts, visual/media representations, and materials used in this course.
- Always address and discuss whose voice is missing from readings and other materials used in class.
- Incorporate materials that include multiple perspectives that represent and reflect various groups of people including.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.

Corresponding Standards:

- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

ML WIDA Can Do Descriptors: Grade Level Cluster 6-8

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Associate letters with sounds and objects • Match content–related objects/pictures to words • Identify common symbols, signs, and words • Recognize concepts of print • Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text • Use picture dictionaries/ illustrated glossaries	• Sequence illustrated text of fictional and non-fictional events • Locate main ideas in a series of simple sentences • Find information from text structure (e.g., titles, graphs, glossary) • Follow text read aloud (e.g., tapes, teacher, paired-readings) • Sort/group pre-taught words/ phrases • Use pre-taught vocabulary (e.g., word banks) to complete simple sentences • Use L1 to support L2 (e.g., cognates) • Use bilingual dictionaries and glossaries	• Identify topic sentences, main ideas, and details in paragraphs • Identify multiple meanings of words in context (e.g., "cell," "table") • Use context clues • Make predictions based on illustrated text • Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") • Differentiate between fact and opinion • Answer questions about explicit information in texts • Use English dictionaries and glossaries	• Order paragraphs • Identify summaries of passages • Identify figurative language (e.g., "dark as night") • Interpret adapted classics or modified text • Match cause to effect • Identify specific language of different genres and informational texts • Use an array of strategies (e.g., skim and scan for information)	• Differentiate and apply multiple meanings of words/ phrases • Apply strategies to new situations • Infer meaning from modified grade-level text • Critique material and support argument • Sort grade-level text by genre	Level 6 - Reaching
WRITING	• Draw content-related pictures • Produce high frequency words • Label pictures and graphs • Create vocabulary/concept cards • Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)	• Complete pattern sentences • Extend "sentence starters" with original ideas • Connect simple sentences • Complete graphic organizers/ forms with personal information • Respond to yes/no, choice, and some WH- questions	• Produce short paragraphs with main ideas and some details (e.g., column notes) • Create compound sentences (e.g., with conjunctions) • Explain steps in problem-solving • Compare/contrast information, events, characters • Give opinions, preferences, and reactions along with reasons	• Create multiple-paragraph essays • Justify ideas • Produce content-related reports • Use details/examples to support ideas • Use transition words to create cohesive passages • Compose intro/body/ conclusion • Paraphrase or summarize text • Take notes (e.g., for research)	• Create expository text to explain graphs/charts • Produce research reports using multiple sources/ citations • Begin using analogies • Critique literary essays or articles	

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Match oral language to classroom and everyday objects • Point to stated pictures in context • Respond non-verbally to oral commands or statements (e.g., through physical movement) • Find familiar people and places named orally	• Sort pictures or objects according to oral instructions • Match pictures, objects or movements to oral descriptions • Follow one-step oral directions (e.g., "stand up"; "sit down") • Identify simple patterns described orally • Respond with gestures to songs, chants, or stories modeled by teachers	• Follow two-step oral directions, one step at a time • Draw pictures in response to oral instructions • Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) • Act out songs and stories using gestures	• Find pictures that match oral descriptions • Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.") • Distinguish between what happens first and next in oral activities or readings • Role play in response to stories read aloud	• Order pictures of events according to sequential language • Arrange objects or pictures according to descriptive oral discourse • Identify pictures/realia associated with grade-level academic concepts from oral descriptions • Make patterns from real objects or pictures based on detailed oral descriptions	Level 6 - Reaching
SPEAKING	• Identify people or objects in illustrated short stories • Repeat words, simple phases • Answer yes/no questions about personal information • Name classroom and everyday objects	• Restate some facts from illustrated short stories • Describe pictures, classroom objects or familiar people using simple phrases • Answer questions with one or two words (e.g., "Where is Sonia?") • Complete phrases in rhymes, songs, and chants	• Retell short narrative stories through pictures • Repeat sentences from rhymes and patterned stories • Make predictions (e.g. "What will happen next?") • Answer explicit questions from stories read aloud (e.g., who, what, or where)	• Retell narrative stories through pictures with emerging detail • Sing repetitive songs and chants independently • Compare attributes of real objects (e.g., size, shape, color) • Indicate spatial relations of real-life objects using phrases or short sentences	• Tell original stories with emerging detail • Explain situations (e.g., involving feelings) • Offer personal opinions • Express likes, dislikes, or preferences with reasons	

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:
    - Kahoot

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Concepts of print assessment
- Readers Workshop sight word/high frequency word assessment

- Flipgrid
- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Writing Portfolios
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Reflective/response journals
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment
- Writing Portfolios

Benchmark Assessments

- DRA
- Spelling Inventory
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt
- Lumos Learning

• Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time • My Reading Log and Reflections • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Essential Questions: **Reading:** • How do the parts of a story relate to the whole? • What craft techniques did the author use? • What theme(s) are present in the text? • How do the themes and story elements for a chosen text or media source compare to other texts? **Writing:** • How do writers use the writing process to create a fantasy narrative that uses characterization and setting to drive the plot? **Enduring Understandings** **Reading:** • Readers analyze parts of a story in relation to the whole. • Readers analyze the author's craft. • Readers determine themes and cohesion. • Readers compare and contrast story elements and themes. **Writing:**	**Goals: Students will be able to…** **Reading** • Cite textual evidence to support analysis of explicit and inferred meaning in fantasy texts. • Determine themes and central ideas of fantasy texts and summarize them using supporting details. • Analyze character development and explain how characters respond to challenges over the course of the story. • Interpret words, phrases, and figurative language in context, including symbolic meanings. • Analyze text structure and explain how chapters, scenes, or events contribute to overall meaning. • Compare and contrast themes, characters, or events across different fantasy texts. • Explain the author's point of view and how it shapes the story. • Engage in collaborative discussions about fantasy texts,

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- Writers write over various genres taking aspects of real life or fantasy in order to create a vivid work of fiction.

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citing evidence and building on others' ideas.
- Distinguish supported claims from unsupported opinions in text discussions.

Writing
- Write imaginative narratives with real or fantastical events, using effective techniques and descriptive details.
- Develop well-structured event sequences, including clear beginnings, rising action, climaxes, and endings.
- Create engaging characters and settings using dialogue, description, and action.
- Use transitions and pacing effectively to guide readers through the narrative.
- Revise and edit writing to improve clarity, coherence, and reader engagement.
- Incorporate figurative language and precise word choice to enhance mood, tone, and imagery.
- Use technology to produce and share writing, collaborating when appropriate.
- Write routinely for a variety of purposes and audiences, including extended projects.

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Lesson Example: Analyzing the Role of Magical Elements in a Fantasy Text

I Do:
I explain that today readers will focus on noticing magical or

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Resources for on-grade students:
- *Supporting All Reader's Book*
- Partners (turn-and-talk, heterogenous, homogenous)
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)

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fantastical elements in a fantasy text and thinking about how they influence the story. I model using a short excerpt from a fantasy novel, such as a scene with a talking animal or enchanted object. I think aloud: "The author describes a sword that glows when danger is near. I underline this part and ask, 'Why does the sword glow, and how does it affect the character's choices?' I model how to note in my notebook that the sword is a magical element that reveals danger and creates suspense. I show how thinking about these elements helps me understand the story's plot and themes." **We Do:** Next, as a class, we read another passage from the shared fantasy text. I guide students to notice magical objects, creatures, or events and discuss their significance. Students suggest ideas like, "The talking cat gives advice," or "The floating island changes the character's journey." Together, we chart these elements and discuss how they affect characters, plot, and theme. I model how to write a short paragraph connecting a magical element to its impact on the story, showing how readers analyze and infer meaning from fantasy elements. **They Do:** Students then select a section from their independent fantasy book club text. They identify one magical element, underline evidence in the text, and write a short explanation in their notebooks: "The ___ in my book is magical because ___, and it affects the story by ___." Students share their observations with a	• Anchor Charts • Graphic organizer with sentence stems **Resources for students approaching grade level expectations:** • *Supporting All Reader's Book* • Document Camera for magnified visual • Listening option (ex. Epic) • RTI Progress Monitoring • Graphic organizer partially filled in by teacher • White boards • Beginning, middle and end graphic organizer • Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) **Resources for students exceeding grade level expectations:** • Independent or partner read and retell at own level. • Self-assess using retell checklist • "I wonder" questions • Compare and contrast the setting in the beginning, middle, end of story • First/Next/Then/Last Story Map including more details Useful Websites such as: • Heinemann Flights • Reading A-Z • Scholastic news

partner, discussing how the magical element influences characters, plot, or theme. I circulate to confer, prompting students to cite strong evidence, make thoughtful inferences, and consider how the fantasy elements deepen understanding of the story. **Lesson Example: Creating Magical Rules and Consistent Worldbuilding** **I Do:** I explain that today writers will focus on establishing magical rules in their fantasy worlds and making sure those rules stay consistent throughout their story. I model using a short fantasy scenario, such as a forest where time moves differently. I think aloud: "In my story, one hour in the forest equals one day outside. I underline that rule in my notes and show how I check each event in the story to make sure it follows this rule. I write a short paragraph, modeling how to explain the magic clearly to the reader while keeping it consistent: 'As the character spent two hours in the forest, only two days passed in the outside world, which made the reunion possible.' This shows how rules help the story make sense." **We Do:** Next, as a class, we brainstorm a magical element together, such as a character who can speak to animals. I guide students to decide what the rules are—how it works, when it works, and any limits. Students suggest ideas like "They can only talk to animals	

during the day," or "Only friendly animals respond." Together, we co-write a short passage incorporating the magical rule, modeling how to show its impact on the story while keeping it consistent, and discussing why consistency makes the fantasy world believable.

They Do:
Students then choose a magical element in their own fantasy writing and write a short paragraph that demonstrates the rule and shows its effect on the plot or character. They underline the rule in their draft and check that the events follow it consistently. Students share their paragraphs with a partner, discussing whether the magical rule is clear and consistently applied. I circulate to confer, prompting students to clarify their rules, adjust inconsistent moments, and ensure the magic enhances the story without confusing the reader.

Suggested Options for Differentiation

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions

- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- Use a highlighter for key ideas, vocabulary
- Write helpful hints in margins of copied materials
- Provide copy of all notes
- Preferential seating
- Use manipulatives
- Use graphic organizers
- Reinforce vocabulary within the content
- Assign a picture or movement to vocabulary words
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions

- Provide brain breaks
- Use a strong student as a “buddy”
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in’s during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments

- Positive Reinforcement
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills

- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use

- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Core Instructional and Supplemental Materials

Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- Units of Study for Teaching Writing by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- Units of Study for Teaching Reading by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2023
- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com
- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/
- www.lumoslearning.com
- HMH Writable
- Google Suite and Classroom
- Canva
- Jump rope readers

Various Levels of Text:
The Droon series
The Dragons in a Bag series
Dragon Slayer Academy series
Spiderwick Chronicles
The Love Sugar Magic series

The Storm Runner series
Deltora Quest series
The Spirit series
The Chronicles of Narnia
The Lightning Thief series
Pendragon series
The Mortal Instruments series
Inclusivity: Introduce the visual fictional story, Julián Is a Mermaid by Jessica Love
https://www.youtube.com/watch?v=sNjGIgpNk8k Inclusivity: Historical fiction book recommendations
https://www.youtube.com/watch?v=Or4itXSzR9A Inclusivity: All Are Welcome by Alexandra Penfold and Suzanne Kaufman
https://www.youtube.com/watch?v=mwS3FOn4-Ow

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations

- Leveled Text according to data
- Writable
- Lumos Learning
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Actively Learn
- Writable
- Lumos Learning
- Leveled Text according to data
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- CommonLit
- Leveled Text according to data
- Writable
- Lumos Learning
- District approved Novels

Teacher Notes:

Unit 7: **Reading:** Launching Summer Reading Projects (Curricular Calendar) **Writing:** Graphic Novels: Writing in Pictures (Forthcoming Book)Bend 2	**Duration: 20 Days**

Standards/Learning Targets

Language Domain

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

G. Ensure that pronouns are in the proper case (subjective, objective, possessive).
H. Use intensive pronouns (e.g., myself, ourselves).
I. Recognize and correct inappropriate shifts in pronoun number and person.
J. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
K. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
L. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

E. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
F. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
G. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
H. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

F. 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.
G. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
H. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
I. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
J. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

E. Interpret figures of speech (e.g., personification) in context.
F. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
G. Analyze the impact of a specific word choice on meaning and tone.
H. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Reading

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

Writing

W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

F. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
G. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
H. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
I. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
J. Provide a conclusion that follows from the narrated experiences or events.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
icon of hand holding a plant to denote opportunity to integrate climate change education.

Speaking and Listening

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.II.6.2. 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.

SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Supporting Standards

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.PP.6.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.
W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

E. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
F. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
G. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
H. Establish and maintain a formal/academic style, approach, and form.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

G. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
H. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
I. Use appropriate transitions to clarify the relationships among ideas and concepts.
J. Use precise language and domain-specific vocabulary to inform about or explain the topic.
K. Acknowledge and attempt a formal/academic style, approach, and form.
L. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

Interdisciplinary Connections

Climate Change

ESS3.D: Global Climate Change Human activities, such as the release of greenhouse gasses from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (MS-ESS3-5)

Social Studies Standards

6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
6.1.8.CivicsPI.1: Explain how individuals and groups demonstrate civic responsibility through personal actions and participation in community projects.

Visual and Performing Arts Standards

1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.
1.2.8.Cr1b: Organize and design artistic ideas for media arts productions
1.3.8.Cr1: Generate and conceptualize artistic ideas and work.

SEL

CASEL Social Awareness: Recognize and appreciate the perspectives and experiences of others through reading and writing.

Computer Science and Design Thinking

8.1.8.AP.6 – Refine a solution that meets users' needs by incorporating feedback from team members and users.
8.1.8.AP.9 – Document programs in order to make them easier to follow, test, and debug.
8.1.8.DA.1: Create digital media to communicate ideas for a specific audience.
8.2.8.ED.1 – Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
8.2.8.ED.7 – Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).

Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.10: Analyze how communication and collaboration skills are applied in different careers.
9.2.8.IML.4: Create and share digital content responsibly and effectively.
9.2.8.LIFE.5: Demonstrate initiative and self-direction in pursuing personal and academic goals.
9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Career Readiness, Life Literacies, and Key Skills

History of disabled and LGBT persons

Address how students feel about the group(s) represented in the texts, visual/media representations, and materials used in this course.
Always address and discuss whose voice is missing from readings and other materials used in class.
Incorporate materials that include multiple perspectives that represent and reflect various groups of people including.
Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
Corresponding Standards:
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

ML WIDA Can Do Descriptors: Grade Level Cluster 6-8

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Associate letters with sounds and objects • Match content–related objects/pictures to words • Identify common symbols, signs, and words • Recognize concepts of print • Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text • Use picture dictionaries/ illustrated glossaries	• Sequence illustrated text of fictional and non-fictional events • Locate main ideas in a series of simple sentences • Find information from text structure (e.g., titles, graphs, glossary) • Follow text read aloud (e.g., tapes, teacher, paired-readings) • Sort/group pre-taught words/ phrases • Use pre-taught vocabulary (e.g., word banks) to complete simple sentences • Use L1 to support L2 (e.g., cognates) • Use bilingual dictionaries and glossaries	• Identify topic sentences, main ideas, and details in paragraphs • Identify multiple meanings of words in context (e.g., "cell," "table") • Use context clues • Make predictions based on illustrated text • Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") • Differentiate between fact and opinion • Answer questions about explicit information in texts • Use English dictionaries and glossaries	• Order paragraphs • Identify summaries of passages • Identify figurative language (e.g., "dark as night") • Interpret adapted classics or modified text • Match cause to effect • Identify specific language of different genres and informational texts • Use an array of strategies (e.g., skim and scan for information)	• Differentiate and apply multiple meanings of words/ phrases • Apply strategies to new situations • Infer meaning from modified grade-level text • Critique material and support argument • Sort grade-level text by genre	Level 6 - Reaching
WRITING	• Draw content-related pictures • Produce high frequency words • Label pictures and graphs • Create vocabulary/concept cards • Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)	• Complete pattern sentences • Extend "sentence starters" with original ideas • Connect simple sentences • Complete graphic organizers/ forms with personal information • Respond to yes/no, choice, and some WH- questions	• Produce short paragraphs with main ideas and some details (e.g., column notes) • Create compound sentences (e.g., with conjunctions) • Explain steps in problem-solving • Compare/contrast information, events, characters • Give opinions, preferences, and reactions along with reasons	• Create multiple-paragraph essays • Justify ideas • Produce content-related reports • Use details/examples to support ideas • Use transition words to create cohesive passages • Compose intro/body/ conclusion • Paraphrase or summarize text • Take notes (e.g., for research)	• Create expository text to explain graphs/charts • Produce research reports using multiple sources/ citations • Begin using analogies • Critique literary essays or articles	

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Match oral language to classroom and everyday objects • Point to stated pictures in context • Respond non-verbally to oral commands or statements (e.g., through physical movement) • Find familiar people and places named orally	• Sort pictures or objects according to oral instructions • Match pictures, objects or movements to oral descriptions • Follow one-step oral directions (e.g., "stand up"; "sit down") • Identify simple patterns described orally • Respond with gestures to songs, chants, or stories modeled by teachers	• Follow two-step oral directions, one step at a time • Draw pictures in response to oral instructions • Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) • Act out songs and stories using gestures	• Find pictures that match oral descriptions • Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.") • Distinguish between what happens first and next in oral activities or readings • Role play in response to stories read aloud	• Order pictures of events according to sequential language • Arrange objects or pictures according to descriptive oral discourse • Identify pictures/realia associated with grade-level academic concepts from oral descriptions • Make patterns from real objects or pictures based on detailed oral descriptions	Level 6 - Reaching
SPEAKING	• Identify people or objects in illustrated short stories • Repeat words, simple phases • Answer yes/no questions about personal information • Name classroom and everyday objects	• Restate some facts from illustrated short stories • Describe pictures, classroom objects or familiar people using simple phrases • Answer questions with one or two words (e.g., "Where is Sonia?") • Complete phrases in rhymes, songs, and chants	• Retell short narrative stories through pictures • Repeat sentences from rhymes and patterned stories • Make predictions (e.g. "What will happen next?") • Answer explicit questions from stories read aloud (e.g., who, what, or where)	• Retell narrative stories through pictures with emerging detail • Sing repetitive songs and chants independently • Compare attributes of real objects (e.g., size, shape, color) • Indicate spatial relations of real-life objects using phrases or short sentences	• Tell original stories with emerging detail • Explain situations (e.g., involving feelings) • Offer personal opinions • Express likes, dislikes, or preferences with reasons	

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:
    - Kahoot

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Concepts of print assessment
- Readers Workshop sight word/high frequency word assessment

- Flipgrid
- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Writing Portfolios
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Reflective/response journals
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment
- Writing Portfolios

Benchmark Assessments

- DRA
- Spelling Inventory
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt
- Lumos Learning

• Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time • My Reading Log and Reflections • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Focus 4 Essential Questions: **Reading:** • How can I reflect on my reading skills and continue to grow as a reader? **Writing:** • What special techniques can I use to make my graphic novels irresistible to readers? **Focus 4 Enduring Understandings** **Reading:** Students will understand that… • Readers reflect on their reading plans, reading logs, reading surveys, and set goals for future success. **Writing:** • Writers control the reader's eye, to slow the story, and play with perspective to create a sophisticated graphic	**Focus 4 Goals: Students will be able to…** **Reading** • Select texts independently for summer reading based on interest, complexity, and purpose. • Identify and articulate personal reading goals, including strategies for comprehension, engagement, and growth. • Cite textual evidence to support understanding of key ideas, character development, and themes. • Summarize texts effectively, highlighting main ideas and key details. • Analyze text structure and features (chapters, sections, illustrations, captions) to understand meaning. • Reflect on personal responses to texts, connecting them to prior knowledge and experiences. • Discuss books with peers to compare interpretations, perspectives, and themes. • Develop strategies for maintaining a reading life, including note-taking, tracking progress, and choosing

<table>
<tr><td>novel.</td><td>diverse texts.

Writing
Plan and design a graphic novel, using storyboards to map events, dialogue, and pacing.
Develop characters and settings visually, using illustrations and minimal text to convey emotion, action, and personality.
Organize narrative events into a coherent sequence with clear beginnings, middles, and endings.
Use dialogue, captions, and visual elements to advance plot and reveal character.
Revise both text and images to improve clarity, coherence, and reader engagement.
Integrate textual and visual storytelling techniques to communicate theme and tone effectively.
Use technology or artistic tools to create and publish the final graphic novel.
Collaborate and share work, providing and receiving constructive feedback on narrative and visual elements.</td></tr>
<tr><th colspan="2">Instructional Plan</th></tr>
<tr><th>Suggested Activities</th><th>Resources</th></tr>
<tr><td>Lesson Example: Choosing a Book and Setting a Purpose for Summer Reading

I Do:
I explain that today readers will practice selecting a book for their summer reading project and thinking about why they want</td><td>Resources for on-grade students:
Supporting All Reader's Book
Partners (turn-and-talk, heterogenous, homogenous)
Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)
Anchor Charts
Graphic organizer with sentence stems</td></tr>
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to read it. I model with a short list of books, showing how I preview titles, read blurbs, and skim a few pages. I think aloud: "I notice that this book is about a character who overcomes challenges, which interests me because I like stories about resilience. My purpose for reading could be to learn how characters solve problems and apply it to my own life. I show how I jot notes in my reading notebook about the title, author, and why I chose it, modeling how to make a thoughtful, purposeful selection for summer reading." **We Do:** Next, as a class, we explore several book options together, looking at summaries, reviews, or excerpts. I guide students to think about their interests and what they hope to gain from reading. Students suggest reasons such as "I want to learn more about space," "I like mysteries with clever detectives," or "I want to understand historical events better." Together, we model writing a brief note about a chosen book and a purpose statement for reading it over the summer, showing how to link interests to reading goals. **They Do:** Students then select their own summer reading book independently or with a partner. They write a short note in their reading notebooks including the title, author, and a statement of purpose: "I chose this book because ___, and I hope to learn ___ or enjoy ___." Students share their choices with a partner, explaining their reasoning and summer reading goal. I circulate	**Resources for students approaching grade level expectations:** ● *Supporting All Reader's Book* ● Document Camera for magnified visual ● Listening option (ex. Epic) ● RTI Progress Monitoring ● Graphic organizer partially filled in by teacher ● White boards ● Beginning, middle and end graphic organizer ● Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) **Resources for students exceeding grade level expectations:** ● Independent or partner read and retell at own level. ● Self-assess using retell checklist ● "I wonder" questions ● Compare and contrast the setting in the beginning, middle, end of story ● First/Next/Then/Last Story Map including more details Useful Websites such as: ● Heinemann Flights ● Reading A-Z ● Scholastic news

to confer, helping students refine their purpose statements, ensuring their choice matches their interests, and encouraging them to set a plan for tracking ideas and reflections throughout the summer. **Lesson Example: Using Panels and Dialogue to Show Character Emotion** **I Do:** I explain that today writers will practice showing a character's emotions in a graphic novel by using panels, illustrations, and dialogue. I model with a short scene I create, showing a character receiving surprising news. I think aloud: "Instead of just writing 'She was surprised,' I want the reader to see it. I draw her wide eyes, open mouth, and hands raised in shock. I also add dialogue: 'I can't believe it!' I underline how each panel and speech bubble shows her emotion and jot a note in my writer's notebook: 'Use visual cues and dialogue to reveal feelings.' I model how combining drawing and text makes the emotion clear without simply telling the reader." **We Do:** Next, as a class, we co-create a short scene together. I guide students to decide how to show a character feeling excited or nervous using panels and dialogue. Students suggest ideas like "show feet tapping," "draw clenched fists," or "write a thought bubble saying 'I hope I do okay!'" Together, we sketch panels on the board and draft dialogue, modeling how to balance text and	

visuals to make the character's feelings vivid and understandable. **They Do:** Students then choose a short moment from their own graphic novel draft and plan 2–3 panels showing a character experiencing an emotion. They sketch the panels and add dialogue or thought bubbles to express the feeling. Students share their panels with a partner, discussing whether the emotion is clear and how the visuals and text work together. I circulate to confer, helping students refine facial expressions, body language, and dialogue to ensure the character's emotion is communicated effectively and consistently throughout the scene.	

Suggested Options for Differentiation

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction

- Choral reading
- Chants, rhymes, songs
- Use a highlighter for key ideas, vocabulary
- Write helpful hints in margins of copied materials
- Provide copy of all notes
- Preferential seating
- Use manipulatives
- Use graphic organizers
- Reinforce vocabulary within the content
- Assign a picture or movement to vocabulary words
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- Strategic grouping for reading (Guided Reading,Strategy Groups)

- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments

- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books

- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf ‘variety of genre’
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a “buddy”
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in’s during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Core Instructional and Supplemental Materials

Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- Units of Study for Teaching Writing by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013

- Units of Study for Teaching Reading by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2023
- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com
- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/
- www.lumoslearning.com
- HMH Writable
- Google Suite and Classroom
- Canva
- Jump rope readers

Various Levels of Text:
The Dragon Ball series by Akira Toriyama
The Great Greene Heist (Jackson Greene series)
Smile and Drama by Raina Telgemeier
All's Faire in Middle School by Victoria Jamieson
Shirley and Jamila Save Their Summer by Gillian Goerz

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations

- Leveled Text according to data
- Writable
- Lumos Learning
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Actively Learn
- Writable
- Lumos Learning
- Leveled Text according to data
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- CommonLit
- Leveled Text according to data
- Writable
- Lumos Learning
- District approved Novels

Teacher Notes: