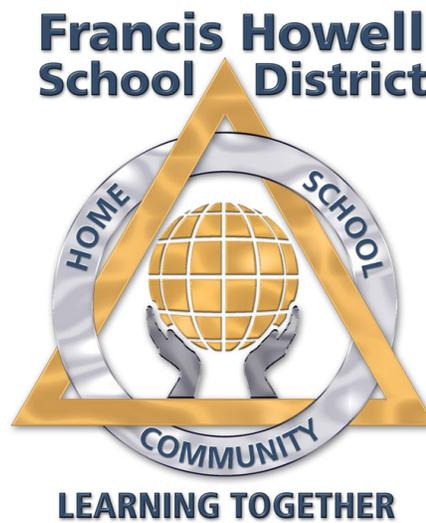


English Language Arts 6

Curriculum



Board Approved:

Curriculum Committee

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Francis Howell School District

Mission Statement

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

Vision Statement

Every student will graduate with college and career readiness skills.

Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

Communication Arts Graduate Goals

Upon completion of their Communication Arts study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension, and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

Course Rationale

One of the goals of Pre AP ELA 6 is to provide students who have strong literacy and writing skills with the opportunity to deepen and expand their abilities as they prepare for the challenges they will encounter in coursework in 7th and 8th grades, high school, and life beyond high school. Students will practice communication skills including reading, writing, speaking, listening, viewing, and finding and interpreting information in collaborative and independent environments. They will also be expected to combine their knowledge and experience by reflecting, exploring, and generating new ideas to solve problems and make decisions. They will study and analyze a wide variety of literature, expanding their knowledge and making connections to the text and to the world. Students will work both independently and collaboratively to effectively communicate their ideas and experiences to others through both speaking and writing.

Course Description

PRE-ADVANCED PLACEMENT ENGLISH LANGUAGE ARTS 6

This course is designed for students to engage in studies that have a greater degree of differentiated instruction and self-direction than the regular communication arts course, and ensure college and career readiness. It is intentionally vertically aligned with/to the Pre AP and AP courses taught at the high school level.

Students will explore, through specific genres of fiction, non-fiction, and media, enduring understandings that characterize the literature they read with increased focus on analysis and evaluation. Students will read deliberately and thoroughly, taking time to understand a work's complexity and to absorb its richness of meaning. Careful attention to textual detail will provide a foundation for interpretation.

Students will demonstrate the ability to write formally and informally, including reflective/creative, argumentative, and analytical writing, with an emphasis on the development of various formats and the 6 + 1 Traits of Writing. Writing instruction will include attention to developing and organizing ideas in clear, coherent, and persuasive language; a study of the elements of style; and attention to precision and correctness.

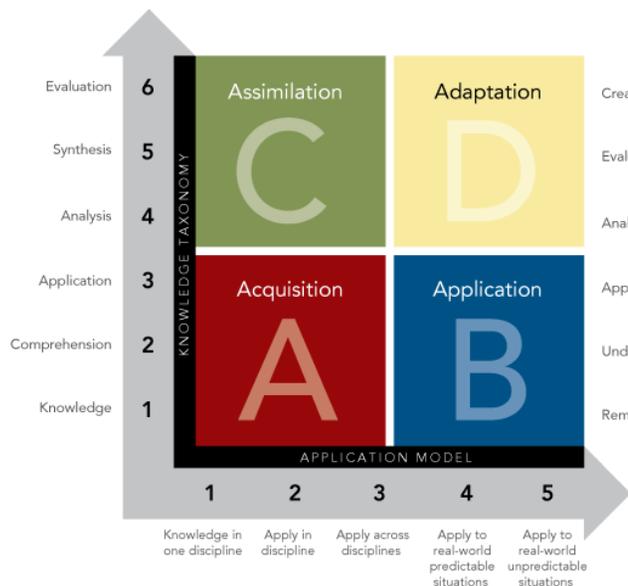
Students will use and analyze media in oral and visual presentations. They will also continue to develop research skills and the citing of sources in MLA format. Students who meet the criteria for this course will be notified. This course is not a prerequisite for high school Pre AP or AP courses, nor does it automatically qualify a student for those courses.

Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards aligned to this course can be found:

Missouri Learning Standards Expectations for English Language Arts

<https://dese.mo.gov/sites/default/files/curr-mls-standards-ela-6-12-sboe-2016.pdf>

National Educational Technology Standards

http://www.iste.org/docs/Standards-Resources/iste-standards_students-2016_one-sheet_final.pdf?sfvrsn=0.23432948779836327

Units & Standards Overview

Semester 1

Semester 2

Unit 1: Who Am I? (Fictional Narrative)	Unit 2: Mystery (Informational)	Unit 3: Take a Stand (Research/Argumentative)	Unit 4: We Belong (Literary Analysis)
PE Standards: W2A, W2AA ISTE 2, 6	PE Standards: W1A, W2B ISTE 2, 6	PE Standards: W1A, W2AC ISTE 2, 3, 6	PE Standards: W2B, RL1A ISTE 2, 6
Reading Literature RL1A, RL1B, RL2B, RL2C RL2D	Reading Literature RL1A	Reading Literature RL1A	Reading Literature RL1A, RL2A, RL3A, RL3B, RL3C, RL3D
Reading Informational Texts RI1A, RI1B, RI1D, RI2C	Reading Informational Texts RI1A, RI1C, RI3A, RI3B	Reading Informational Texts RI1A, RI2A, RI2B, RI2D, RI3B	Reading Informational Texts RI1A, RI1D, RI3B, RI3C, RI3D
Writing W1A, W2AA, W2AA, W3A a, b, c, d, (e)	Writing W1A, W2AB, W2AB, W3A a, b, c, d, (e)	Writing W1A, W2AC, W3A a, b, c, d, (e)	Writing W1A, W2AB, W2AB, W3A a, b, c, d, (e)
Speaking and Listening SL1A, SL1B, SL1C, SL2A, SL2B, SL2C	Speaking and Listening SL1B, SL2B	Speaking and Listening SL1B, SL2C	Speaking and Listening SL1B, SL2B
ISTE-S 1, 2, 3, 6	ISTE-S 3, 4	ISTE -S 1,2	ISTE-S 1,2

Course Map

	Unit Description	Unit Timeline	Performance Event Summary	PE Standards
Semester 1	<p>Unit 1: Who Am I? (Fictional Narrative) By the end of the unit, students will:</p> <ul style="list-style-type: none"> • Understand procedures of readers'/writers' workshop. • Effectively participate in collaborative discussions in order to extend their learning. • Use effective techniques in fictional narrative writing and the 6+1 writing traits. • Produce clear and coherent writing using grade-level craft structures. • Understand and analyze how authors develop literary elements in fiction and nonfiction (such as plot, characterization, conflict, theme, setting, figurative language). 	8-9 weeks	<p>The prewriting portion of this task will be completed at the beginning of the quarter. The Summative Writing portion of the task will happen at the end of the quarter.</p> <p><i>Write a personal narrative about an important event or experience that is true and that you have experienced in your life. Write the best true story that you can write. You may want to focus on one specific moment of a memory or event in your life. You will have ONE class period to complete this narrative story. You must complete all parts of the writing process in one class period.</i></p> <p>Student Prompt</p> <p>Narrative Scoring Guide</p> <p><i>*Students will create a Digital Portfolio as a Folder in Google Drive to put writing samples in throughout their middle school experience.</i></p>	<p>W2A W2AA</p> <p>ISTE 2, 6</p>
Semester 1	<p>Unit 2: Mysteries (Informational) By the end of the unit, students will:</p> <ul style="list-style-type: none"> • Understand and analyze how authors develop claims in nonfiction. 	8-9 weeks	<p>The prewriting portion of this task will be completed at the beginning of the quarter. The Summative Writing portion of the task</p>	<p>W1A, W2AB</p> <p>ISTE 2, 6</p>

	<ul style="list-style-type: none"> ● Effectively participate in collaborative discussions in order to extend their learning. ● Cite evidence in argumentative writing. ● Produce clear and coherent writing using grade-level craft structures. ● Understand and analyze how authors develop literary elements in fiction and nonfiction (such as plot, characterization, conflict, theme, setting, figurative language). 		<p>will happen at the end of the quarter.</p> <p>Think about a topic that you know a lot about. Compose an informational text that teaches others about this topic including what are interesting ideas related to your topic as well as important ideas about your selected topic.</p> <p>You will need to bring in materials to help you compose this informational draft tomorrow. You will only have one class period to compose your writing. You will need to complete the entire writing process in one class period tomorrow. Be sure to use all of the strategies you know about composing informational writing.</p> <p>Student Prompt</p> <p>Informational Scoring Guide</p> <p><i>*Students will create a Digital Portfolio as a Folder in Google Drive to put writing samples in throughout their middle school experience.</i></p>	
<p>Semester 2</p>	<p>Unit 3: Take a Stand (Research/Argumentative) By the end of the unit, students will:</p> <ul style="list-style-type: none"> ● Understand and analyze how authors develop literary elements in fiction and nonfiction (such as plot, characterization, conflict, theme, setting, and figurative language). ● Be able to write a text summary devoid of 	<p>8-9 weeks</p>	<p>The prewriting portion of this task will be completed at the beginning of the quarter. The Summative Writing portion of the task will happen at the end of the quarter.</p> <p>Think about a topic or issue that you have</p>	<p>W1A, W2AC ISTE 2, 3, 6</p>

	<p>opinion.</p> <ul style="list-style-type: none"> Effectively participate in collaborative discussions in order to extend their learning. Understand and be able to determine an author's point of view and purpose for writing and analyze how authors develop arguments through claims that are supported by reasons and evidence. Produce clear and coherent argument in writing by incorporating clear reasons supported by relevant evidence. 		<p>strong feelings about, or care a great deal about. Tomorrow you will have ONE class period to compose an argument passage about this topic. In this composition you will include your claim and provide reasons why you feel so strongly about your topic. You will need to rely on as many different sources of information as you can to help justify your position on the topic. You should bring in at least one source information for your evidence.</p> <p>You will need to complete the entire writing process in just one class period tomorrow.</p> <p>Student Prompt</p> <p>Argument Scoring Guide</p>	
Semester 2	<p>Unit 4: We Belong (Literary Analysis) By the end of the unit, students will:</p> <ul style="list-style-type: none"> Be able to cite evidence while writing a literary analysis. Effectively participate in collaborative discussions in order to extend their learning. Produce clear and coherent literary analysis writing using grade-level craft structures. Understand and analyze how authors develop literary elements in fiction (such as plot, characterization, conflict, theme, setting, figurative language) 	8-9 weeks	<p>There is not a performance task in this quarter. Students will be focused on adding writing samples to their Digital Portfolios.</p>	<p>W2AB RL1A</p> <p>ISTE 2, 6</p>

Unit 1: Who Am I? (Fictional Narrative)

Content Area: English Language Arts	Course: Pre-AP ELA Grade 6	UNIT 1: Who Am I? (Fictional Narrative)
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Unit 1: Who Am I? (Fictional Narrative)

By the end of the unit, students will:

- Understand procedures of readers'/writers' workshop.
- Effectively participate in collaborative discussions in order to extend their learning.
- Use effective techniques in fictional narrative writing and the 6+1 writing traits.
- Produce clear and coherent writing using grade-level craft structures.
- Understand and analyze how authors develop literary elements in fiction and nonfiction (such as plot, characterization, conflict, theme, setting, figurative language).

**Unit 1 Timeline:
8-9 Weeks**

DESIRED Results

<p>Transfer Goal - Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as cultural literate, collaborative members of society.</p>

Understandings: Students will understand that... (Big Ideas)

1. Students will understand that workshop involves reading, writing, and working both independently and collaboratively. ([Unit 1 Workshop Anchor Charts](#))
2. Texts have both explicit and inferential meanings.
3. A text's theme or central idea is conveyed through particular details.
4. An author's purpose and audience determines the choice of style and craft.
5. A text's structure and features can contribute to the development of theme, setting, and plot in fiction, and ideas in informational literature.
6. A plot unfolds in a series of episodes, and that characters can change the plot as it moves towards the resolution.
7. Words and phrases can have a figurative or connotative meaning that affect the meaning or tone of the writing based on context.
8. Writing examines a topic using a variety of structure (Argumentative, Informative, and Narrative).
9. Researchers gather information from multiple, credible sources while avoiding plagiarism.
10. Writers use conventions to create meaning.
11. Collaborative discussions require a diverse group of learners to be prepared, knowledgeable, and open to new ideas by posing questions and answering questions.

<p>Essential Question: Who am I?</p>

Students will know/understand.....	Standard	Students Will Be Able to.....	Standard
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Reading Literature		Reading Literature	
The definition of conclusion and inference; how to think beyond the text. Inferences need to be supported with evidence from the text.	RL1A	Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL1A
The definition of figurative vs literal meaning (connotation vs. denotation) and that word choices impact the overall tone and meaning in a text. The definition of context clues and affixes (prefixes and suffixes). The use of reference materials (including online resources, dictionary, thesaurus).	RL1B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	RL1B
The definition of narrator and point of view (writers use different pronouns to indicate first person, second person, third person limited and omniscient points of view).	RL2B	Explain how an author develops the point of view of the narrator or speaker in a text.	RL2B
The definition of figurative meaning (including onomatopoeia, metaphor, simile, personification, imagery/sensory details, alliteration, hyperbole) and how word choices impact the overall tone and meaning in a text.	RL2C	Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning,	RL2C
The definition of plot (including parts of the plot), characterization (character motivation and static/dynamic characters), conflict (person vs. person, self, nature, society; and internal & external conflict).	RL2D	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	RL2D
Readers use a multitude of strategies to comprehend various genres of fiction including stories, dramas, and poems. Readers choose different strategies for different types of text.	RL3D	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	RL3D
Reading Informational Text		Reading Informational Text	
The definition of conclusion and inference; how to think beyond the text. Inferences need to be supported with evidence from the text.	RI1A	Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI1A

<p>The definition of figurative vs literal meaning (connotation vs. denotation) and that word choices impact the overall tone and meaning in a text. The definition of context clues and affixes (prefixes and suffixes). The use of reference materials (including online resources, dictionary, thesaurus).</p>	R11B	<p>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.</p>	R11B
<p>The definition of central/main idea; the purpose of citing textual evidence as supporting details. The definition of summary (paraphrasing using appropriate details devoid of opinion).</p>	R11D	<p>Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.</p>	R11D
<p>The definition of point of view author's purpose (to inform, to entertain, and to persuade) and how to determine point of view and author's purpose from a text.</p>	R12B	<p>Explain how an author's point of view or purpose is conveyed in a text.</p>	R12B
<p>The definition of figurative and connotative meaning (including onomatopoeia, metaphor, simile, personification, imagery/sensory details, alliteration, hyperbole) and how word choices impact the overall tone and meaning in a text.</p>	R12C	<p>Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.</p>	R12C
<p>Readers use a multitude of strategies to comprehend various literary nonfiction texts. Readers choose different strategies for different types of text.</p>	R13D	<p>Read and comprehend informational text independently and proficiently.</p>	R13D
<p>Writing</p>		<p>Writing</p>	

<p>The definitions of credibility, plagiarism, and bibliography, and what it means to quote or paraphrase rather than copy.</p> <p>Information collected from print and digital sources must be assessed for credibility; information must be recorded and cited.</p>	<p>W1A</p>	<p>Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.</p> <p>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.</p>	<p>W1A</p>
<p>Writers use narrative text to explain real or imagined experiences. They use descriptive details and an appropriate sequencing to communicate these experiences.</p> <p>A. Writers establish the context and introduce the narrator/main character. Writers organize events in a logical sequence.</p> <p>C. Writers use argumentative writing to communicate a position or claim.</p> <p>a. Writers support their claim/position with clear reasons and relevant evidence (in the form of specific details, facts, quotes, or other information from sources).</p> <p>b. Writers introduce their claim/position and organize it clearly with an effective beginning, middle, and end.</p> <p>c. Writers use credible sources.</p> <p>d. Writers use transitions to connect and clarify ideas.</p> <p>e. Writers use an effective ending to conclude the text.</p>	<p>W2A</p> <p>W2AA</p> <p>W2AC</p>	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.</p> <p>A. Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details</p> <p>B. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details</p> <p>C. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence</p>	<p>W2A</p>

<p>Writers develop and strengthen their writing by revising, editing, rewriting.</p> <p>Writers know and use specific traits to produce clear, cohesive writing. These traits include ideas and content, organization, sentence fluency, word choice, voice, and conventions.</p> <p>Writers use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>Technology and the Internet offer a variety of ways to produce and publish writing, as well as collaborate with others. Keyboarding skills are necessary to use technology.</p>	W3A	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>A. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.</p> <p>B. Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.</p> <p>C. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>D. Use transitions to clarify relationships and connect ideas, claims and signal time shifts.</p> <p>E. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	W3A
Speaking and Listening		Speaking and Listening	
<p>Collaborative discussions require preparation by reading or studying the material in advance and being able to offer evidence from that material to think deeper and reflect on the topic.</p> <p>Setting goals, deadlines, and defining roles are required for collegial discussions.</p>	SL1A	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	SL1A
The definition of argument and claims; making comments helps contribute to collegial discussions.	SL1B	Delineate a speaker’s argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	SL1B
The definition of key idea and paraphrase; that many topics will have multiple perspectives (claims) supported by evidence; Reflecting on and paraphrasing key idea helps foster an understanding of multiple perspectives.	SL1C	Review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SL1C

Conventions of language as appropriate to task; purpose and audience; appropriate volume.	SL2A	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.	SL2A
Speakers position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.	SL2B	Position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.	SL2B
The definition of media, and how information can be presented in a variety of formats.	SL2C	Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims findings and ideas.	SL2C
Technology Standards		Technology Standards	
		1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. a. Apply existing knowledge to generate new ideas, products, or processes. b. Create original works as a means of personal or group expression.	ISTE-S 1a ISTE-S 1b
		2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.	ISTE-S 2a ISTE-S 2b
		6a. Understand and use technology systems 6b. Select and use applications effectively and productively 6c. Troubleshoot systems and applications	ISTE-S 6a ISTE-S 6b ISTE-S 6c

Unit 1: Assessment

EVIDENCE of LEARNING

<p>Understanding</p> <p>8,10</p>	<p>Standards</p> <p>W2A W2AA ISTE 2, 6</p>	<p>The prewriting portion of this task will be completed at the beginning of the quarter. The Summative Writing portion of the task will happen at the end of the quarter.</p> <p><i>Write a personal narrative about an important event or experience that is true and that you have experienced in your life. Write the best true story that you can write. You may want to focus on one specific moment of a memory or event in your life. You will have ONE class period to complete this narrative story. You must complete all parts of the writing process in one class period.</i></p> <p>Student Prompt</p> <p>Narrative Scoring Guide</p> <p><i>*Students will create a Digital Portfolio as a Folder in Google Drive to put writing samples in throughout their middle school experience.</i></p>	<p>Rigor/Relevance</p> <p>D Critical Thinking</p> <p><u>21st Century Skills</u></p> <p>C Communication</p>
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Unit 1: Sample Activities

<p>SAMPLE LEARNING PLAN</p>
<p>Pre-Assessment: Students should write about one important event from their summer and explain how it impacted who they are today. CR Question: Can one event or activity shape who you are? Pick one event or activity from your summer that is important to you and explain how it impacted or shows who you are today.</p>

Understanding	Standard	Activity	Instructional Strategy	R/R 21C
1	RL3D	<p>First 15 Days of Workshop Procedural Lessons:</p> <p>Ideas for First 15 Days of Workshop (Living Document--please upload pictures of your anchor charts)</p> <p>First 20 Day Ideas</p> <p>First 20 Day Lessons</p>	Cooperative Learning, Feedback, Advance	B Communication

1	W2A	<ul style="list-style-type: none"> ○ Goal Setting: Making & Implementing a Plan for Reading <ul style="list-style-type: none"> ■ Classroom/School Library ■ Value of Reading: Connecting Effort & Success ■ Genres: Choosing a variety of books ■ Reading Response Entries: How to respond to literature ■ Text Features: Analyzing the purpose and including in your own notebooks/writing ○ Workshop Time/Independent (from teacher) Work Time <ul style="list-style-type: none"> ■ Looks like/sounds like ■ Neatness/organization of work ○ Conferencing <ul style="list-style-type: none"> ■ What to do when I'm conferencing ■ What to do in a conference/How to respond ■ Guidelines ○ Setting up Notebook <p>On Going: <u>Reading Journals:</u> (to be done in notebook or blog format) Journals will be used weekly to reinforce skills taught throughout the unit AND to brainstorm ideas related to narratives they read and narrative they write.</p> <p>Students will connect their independent reading book to the skills in order to craft entries in their journal. Students may share with peers or teacher for feedback. Another possible outlet for reading is Pen Pals Who WRITE or Pen Pals Schools where students can connect with global students who have read the same book they have an discuss it via writing.</p> <p>Suggested tabs for journals may include: Reading (to keep track of book completion/genres, Books to Read, etc; Journal (for writing responses), Vocabulary Building, Powerful Passages (to collect impactful excerpts from independent, mentor, and book club texts), Mentor Sentences</p> <p>Below are some suggested activities for reading journal entries:</p> <p>1) Conflict: Describe a problem that a character in your book is struggling with. How do they overcome it?</p> <p>2) Point of View: Students will rewrite the exposition to their independent reading novel with a different point of view.</p> 	Organizers, Summarizing & Note Taking, Providing Practice, Argumentative Writing	
1, 5, 6, 10	RL2D RL2B RL1D			
1	RL3D		Reinforcing effort and providing recognition	C Critical Thinking

11	SL2A, SL2C SL1A, SL2B	<p>3) Summaries: Taking on the role of a character in your book, write a summary of important events which have impacted the plot in the form of a journal entry.</p> <p>*Each of the above prompts could be seen as “seeds” or “nuggets” in the journal that could be developed into a longer narrative for the performance task. Encourage students to come back to them from time to time to revise and see which could connect with others to tell a story or fit their theme.</p> <p>Independent Reading: Students should be reading at least four to six independent reading books per quarter. The expectation is that students will be journaling on a regular basis using the independent novel at that time. This is not to imply there are lessons to be taught for every independent reading book. Modeling Independent Reading. The link will give you background information on independent reading. Working with your library media specialist, have students create a “Books I Plan to Read” list. They should be “Just Right” books. Working with the teacher, students need to set a goal to work toward during independent reading. Teacher will conference with students to help monitor the goal. The students should be working on comprehension skills being taught during whole class lessons and deeper analysis of the text.</p> <ul style="list-style-type: none"> • Assessment in Reader’s Workshop • Status of the class: After reading independently, students will update their status of the class page in their reading journal or process aloud with a partner. <ul style="list-style-type: none"> • Book Completion List, Genre Chart (adapted from <i>The Book Whisperer</i>), and Goal Sheets: other ways for kids to track and monitor their reading goals. reading log, genre requirements graph • Books I Plan to Read List: Students will update their list of books they would like to read throughout the year. These titles can come from peer recommendations during the status of the class talks, book talks, or other suggestions. • Quarterly Reading Projects: This is one way to encourage and assess independent reading that is based on the Menu of Options. Here is an example (and an editable copy) with some suggested handouts and alternate options. • Tweeting to Authors: When students finish a book throughout the year, they may connect to the author by tweeting them a question or 	Cooperative Learning	
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		<p>comment about the book. Teachers will need to set up a Twitter account to be able to tweet. See the following examples of tweets and responses from authors Tweet Example 1 Tweet Example 2</p> <ul style="list-style-type: none"> ● Book Talks: In an effort to expose your students to a variety of titles, book talks should be done as often as possible--at least weekly. This can be done by the classroom teacher, staff, students, or library media specialist. Students will be expected to do at least one book talk a quarter but have the option to do more. As the year progresses, requirements and expectations will grow to include: multiple literary elements, text evidence, and technology (e.g. Google Slides, Prezi, or PowToon). Here is an example Book Talk Assignment and Rubric. ● Book Extensions: Students can create a new cover for their book that portrays a different aspect of the book. Use the sample Notebook Presentation on the two different covers for Life as We Knew It as an example. ● Book Clubs (Literature Circles): students meet in groups of 3-6 to discuss the same book related to theme of unit. Expectations and norms should be set within the groups. <ul style="list-style-type: none"> ○ Choosing AP Unit 1 Books: PLC/Teachers should choose from the novels listed in the resources section. This should be done as choice book club reading and discussions. Use “talking chips” and “round table consensus” or other cooperative learning activities. <p>Book Club Choices: These activities are based on the standards taught in each unit. Students are given choices to demonstrate understanding of the standards taught using their Book Club books.</p> <p>Task Menu</p> <ul style="list-style-type: none"> ○ What to expect with book groups example ○ Book Club Discussion Helper Sheets ○ Book Club Organizers 		
8, 10	W2A W2AA	<p>Show vs. Tell:</p> <ul style="list-style-type: none"> ● Teach a mini-lesson on revising writing to <i>show</i> and not <i>tell</i> so that a piece of writing is brought to life with vivid and specific details. Use guided practice and independent practice in notebooks; 	Providing Practice	C Creativity

		<p>eventually, students will apply this skill to revise drafts.</p> <ul style="list-style-type: none"> • Mini Lesson Ideas • Mini Lesson Ideas with Mentor Texts <p>Explode a Moment:</p> <ul style="list-style-type: none"> • Teach a mini-lesson on how to take a seemingly small detail or moment and expand on it in a way that appeals to the senses and draws the reader in. Model, use guided practice, independent practice, then later have students apply in their narrative. • Explode a Moment Mini Lesson Resources & Tips • Explode a Moment More Resources with Mentor Texts <p>Styles of Writing:</p> <ul style="list-style-type: none"> • Use slides from this powerpoint to help demonstrate style in writing and how authors choose to create it in their writing • Allow students to use some of the literary devices that they learned from the style examples to try a few out in their own writing like dialect, figurative language, etc. 		<p>Critical Thinking</p>
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10	W3AC	<p>Sentence Fluency:</p> <p>Throughout the year, teachers should be addressing simple and compound sentences, dependent and independent clauses, and using mentor sentences. Teachers can create their own lessons after using these for the remainder of the year. These lessons will move at a faster pace and are required in all pieces of their writing. Socrative is a quick, free digital assessment tool that gives automatic feedback (if you choose) that does not require kids to set up an account--it is ideal for assessing mentor sentences.</p> <p>Refer to Jeff Anderson's model for the teaching of language conventions in <i>Mechanically Inclined</i>. See resources below:</p> <p>Mentor Sentences Resources</p> <p>Mentor Sentences Resources</p> <ul style="list-style-type: none"> ● Simple Sentences: <ul style="list-style-type: none"> ○ Mentor Sentence Routine Notebook: Simple Sentence ○ Simple Sentence Socrative Quiz ● Compound Sentences: <ul style="list-style-type: none"> ○ Mentor Sentence Routine Notebook: Compound Sentence ○ Mentor Sentence Routine Notebook: Semicolon Compound Sentence ○ Mentor Sentence Routine Notebook Compound Sentences - all three types ● Complex Sentences <ul style="list-style-type: none"> ○ Mentor Sentence Routine Notebook: Complex Sentences <p>Sample mentor sentence activity from The Graveyard Book by Neil Gaiman</p> <p>Helpful Ideas for Teaching Grammar in Workshop.</p> <p>Use Book Club examples of good mentor sentences.. See also example of mentor sentences and Shopping Cart (generic shopping list)</p>	<p>Providing practice Identifying similarities and differences</p>	<p>A Critical Thinking Communication</p>
10	W3AC	<p>Mentor Sentence Routine Notebook: Simple Sentence</p> <p>Mentor Sentence Routine Notebook: Compound Sentence</p> <p>Mentor Sentence Routine Notebook: Semicolon Compound Sentence</p> <p>Mentor Sentence Routine Notebook Compound Sentences - all three types</p> <p>Mentor Sentence Routine Notebook: Complex Sentences</p> <p>Sample mentor sentence activity from The Graveyard Book by Neil Gaiman</p> <p>Helpful Ideas for Teaching Grammar in Workshop.</p> <p>Use Book Club examples of good mentor sentences.. See also example of mentor sentences and Shopping Cart (generic shopping list)</p>	<p>Providing practice Identifying similarities and differences</p> <p>Feedback</p>	
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11	SL1A	<p>Ranking/Opinionnaire:</p> <p>Read and evaluate each statement with group; use a cooperative learning strategy (such as Round Table Consensus) to discuss each idea and reach a consensus by debating their own life experiences and how they connect with or diverge from these statements.</p> <p>Unit 1 opinionnaire</p> <p>Journal: take one of the statements in the opinionnaire and journal about one of your own life experience that connects with (or clashes with) this statement. Think about how this experience helped to form who you are and how you see the world. *This journal nugget could be developed into a piece for the performance task.</p>	<p>Advance Organizer</p> <p>Cooperative Learning</p>	<p>C Critical Thinking</p> <p>Collaboration</p>
8, 9, 11	<p>R11B</p> <p>W1A</p>	<p>Background Knowledge/Anticipatory Set:</p> <p>In groups, students will generate a list of people whose life was shaped by a particular event. For example, Malala Yousafzai:</p> <p>A. To build prior knowledge, complete an anticipatory set to rate knowledge of vocabulary such as <i>triumph, Taliban, Pakistan, Koran</i>, etc.</p> <p>B. Students will watch an interview with Malala Yousafzai or other figure as an attention grabber and to establish context.</p> <p>http://scope.scholastic.com/Video-Archive (Scroll down to the Sept 2013 video titled <i>Malala Returns to School</i>)</p> <p>C. After viewing a video, students will:</p> <ol style="list-style-type: none"> 1) Have group discussions on what they learned, what influenced this person, what were the challenges along the way, what was the difference they made? 2) Extension Options: Conduct research online to find an article(s) that answers their questions from #1, or conduct research on others who had a meaningful experience shape their life. This can be done in small groups or independently using their own devices, iPads, etc. <p>Journal questions to consider: How did this one event help shape Malala's identity? How would she be different if this hadn't happened?</p>	<p>Advance Organizer</p> <p>Note-Taking</p> <p>Cooperative Learning</p> <p>Generating and Testing Hypothesis</p>	<p>A Critical Thinking</p> <p>Communication</p> <p>Collaboration</p>

8	W2A W3A W2AA	<p>Evaluating Narrative Texts</p> <p>Mini-lesson: Teacher will use sample narratives to show students the ways narratives can be written.</p> <p>Mini-lesson 1: The teacher will choose two texts with varying organization and tone (ex <i>Zeena</i> and <i>A Shoe's Eternity</i> both have a 5 paragraph structure but with different tones). The teacher can read one narrative to the class then facilitate a discussion about the tone, topic, and organization.</p> <p>Mini-lesson 2: Students can read a second narrative sample with a partner or in a small group. After reading, groups should write about the similarities and differences between the two narratives.</p> <p>Task Menu Option/Independent Work: Students can journal or freewrite using a specific tone (upbeat, serious, sarcastic, etc)</p> <p>Student Objectives: We will understand how writers can organize a narrative. We will understand the ways authors use word choice to create tone.</p> <p>The teacher should choose short narratives as mentor texts to display a range of organizational style, tone, and topic.</p> <p>Sample Narratives: Zeena The Day I Took the Spotlight A Shoe's Eternity A Lesson to Learn Journal Entry</p> <p>More sample texts from Writing That Makes Sense</p>	Providing Practice Identifying Similarities and Differences	C Communication Critical Thinking
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6	W2A W3AB W2AA	<p>Creating a Plot: Objective: We will understand the basic plot structure in a text.</p> <ul style="list-style-type: none"> • The teacher will first review plot elements as was covered in 5th grade (plot mountain) . Plot Elements Mini-lesson as review/introduction to plot structure. For Pre-AP, also introduce the idea of subplot as a secondary storyline or conflict within the main plot structure. • Task Menu Possibility: Students will choose a familiar movie and fill in a plot diagram with the exposition (introduction of main characters, setting conflict) rising action, climax (when the main conflict is resolved), falling action, and resolution). This can be done in pairs, where each student creates his/her plot of events then compares it with their partners’. • Task Menu Possibility: Students will journal about a subplot in their book. Explain the conflict and how it adds to the story. • Allow students to help brainstorm and develop their own story or narrative by using this interactive plot diagram 	Note taking Providing Practice	C Critical Thinking Communication
2	RL1A, C	<p>Analyzing a Character/Individual Task Menu Activity: Objective: We will be able identify and explain traits of a character in our reading.</p> <p>Mini-lesson: In a 3-5 minute book talk, the teacher will discuss a character from a book he/she is currently reading. For example, the teacher would say something like: “I’m reading <i>The Miraculous Journey of Edward Tulane</i> and I’m not sure if I like the main character right now. He’s a rabbit as you can see from the cover. And the author makes him out to be a little <u>self-absorbed</u>. She (the author) writes that he like to look at his reflection a lot and....” Be sure to model the use of text evidence in describing this character.</p> <p>Independent Work: Students will write in their journal about trait of a character. They will use text evidence to support their thinking. See Character Analysis Sheet for student use.</p>	Providing Practice	B Critical Thinking

8	W2A W2AA	<p>Developing a Character Activity: Students will develop a character for a narrative text. Teacher will prompt the students: “What kind of problems, issues, and wants would this character have?” Students will complete a character map based on the following prompts:</p> <ul style="list-style-type: none"> ● Wants? Needs? ● Likes? Dislikes? ● Strengths? Weaknesses? ● Physical Description? ● Who else is in the character’s life? How do they affect them? ● Places he/she feels safe? Scared? ● List out the the traits you character would have. ● Make a list of some of the problems the character has. ● Students can take this a step further by thinking about WHY the character has some of the problems they listed. <p>Mentor Texts: Students use their independent reading book to analyze how the main character in their book was developed.</p> <p>Practice: Students then revise their character development in their narrative essay.</p>	Providing Practice Identifying Similarities and Differences	C Critical Thinking Communication
5,6	W2A W3AB W2AA	<p>Writing about Setting: Objective: We will be able to develop a setting for a short narrative using descriptive words and phrases.</p> <p>1) Teacher will provide visual prompts for students to use as a springboard for developing a setting. The teacher can first model this using a picture of his/her choice (Christina’s World for example). Prompt students with the following questions: <i>What might she be thinking about? What do you think she sees? Hears? Feels? What do you think she will do next?</i></p> <p>2) The teacher will lead students to work in groups to write a short narrative with sensory details in either first or third person.</p>	Providing Practice Cues & Questions Nonlinguistic	C Critical Thinking Communication

		<p>3) Use the document Writing about Setting for students to write their own narrative after the mini-lesson.</p> <p>Extension 1: Have students bring in their own pictures of places that are important to them.</p> <p>Extension 2: Students find excerpts in their books with vivid descriptions of places and write about why the author was inspired to use the setting and/or write about how the plot would change if the setting was in a different place.</p> <p>Additional Resource: Setting: More than Just a Place This contains a descriptive excerpt about setting from <i>Holes</i> and <i>Crime and Punishment</i> Students will revise their rough draft of their narrative to ensure the setting of their story is well developed.</p>		
10	W3A W3AC W2AA	<p>Dialogue:</p> <ul style="list-style-type: none"> • Tips for Writing Dialogue Notebook Presentation (Objective: We will understand the basic rules for writing dialogue) • What Do You Notice? Hunger Games Excerpt (Objective: We will understand the difference between dialogue and narration) • Hunger Games Excerpt Student Copy • Journal Activity for Writing Dialogue (Objective: We will be able to apply the rules of dialogue in our writing) • Dialogue Writing Activity using a short animated film. Show students, or provide links for, the following films: Alma, Feast, Soar, and Alike. Students will notice the absence of dialogue between the characters. Teacher should prompt students to think about what each character might say to each other if given the chance. Students can rewatch the film and stop at a particular part then add a few lines of dialogue in their journal or in a Google Document. Score Guide for Writing Dialogue • Dialogue Mentor Sentences Notebook Presentation 	Providing Practice	C Critical Thinking Creativity

11	SL1A	<p>Feedback, Edit, and Reflect Objectives: We will be able to give constructive feedback on a writing piece We will be able to reflect on and apply feedback to our own writing</p> <ul style="list-style-type: none"> • Allow students to choose a narrative piece that they have written during one of the mini lessons or independent work time that they are proud of • Have students give feedback to their peers using this PMI chart • After students have received feedback, they can make edits to their piece and write or post a reflection on Schoology to how this process helped their writing, what do they feel they did well, what will they focus on while writing in their future, etc. 	<p>Cooperative Learning</p> <p>Reinforcing Effort</p> <p>Feedback</p>	<p>Reinforcing effort/Providing Recognition</p>
2	RL1A RL2 W2AB	<p>Inferencing Activities: The Secret of NIMH excerpt (students can infer characters and setting) The Miraculous Journey of Edward Tulane Excerpt (students can infer character traits)</p> <p>or use excerpts from Book Club novels or Independent Book</p> <p>Engage in small group discussion (for example, Give One Get One or Round Robin) and annotate the text to identify text details.</p> <p>Write a constructed response in journals: Explain the (setting, character traits) in this text using text details.</p>	<p>Cooperative Learning</p> <p>Providing Practice</p> <p>Feedback</p>	<p>B</p> <p>Collaboration</p> <p>Critical Thinking</p>

Unit 1: Resources

UNIT RESOURCES
<p><u>Possible Mentor Texts:</u></p> <ul style="list-style-type: none"> • Sample Narrative Zeena • “Eleven” short story by Sandra Cisneros • <i>The Running Dream</i> by Wendelin Van Draanen • <i>Just a Drop of Water</i> by Kerry O'Malley Cerra • <i>Popular</i> by Maya Van Wagenen

- *One for the Murphy's* by Lynda Mullaly Hunt
- *See You at Harry's* by Jo Knowles
- *Torn Away* by Jennifer Brown
- *Brown Girl Dreaming* by Jacqueline Woodson (memoir in verse)
- Teacher-Selected Excerpts from *House on Mango Street* by Sandra Cisneros
- Any adventure survival novel or memoir

Book Club Choices:

Suggestions for 6th Grade Pre-AP ELA

- *The Adventures of Tom Sawyer* by Mark Twain
- *I am Malala (Young Readers' Edition)* by Malala Yousafzai
- *Variant* by Robinson Wells
- *The Killing Sea* by Richard Lewis
- *A Matter of Days* by Amber Kizer
- *Jackie's Wild Seattle* by Will Hobbs
- *The Cay* by Theodore Taylor
- *Cryptid Hunters* by Roland Smith
- *Unstoppable* by Tim Green
- *The Boy on the Wooden Box* by Leon Leyson
- *Torn Away* by Jennifer Brown
- *Brown Girl Dreaming* by Jacqueline Woodson
- *13 Reasons Why* by Jay Asher (**parent permission form required**)
- *Between Shades of Gray* by Ruta Sepetys
- *Peak* by Roland Smith

Book Club Task Menus for any unit

[Unit 1 Example](#)

[Unit 2 Example](#)

[Unit 3 Example](#)

[Unit 4 Example](#)

[Google Folder of Examples](#)

SCOPE magazine has many different short stories, informational text, and poetry to use.
On the Edge of Survival Teacher's Guide and Student Textbook ISBN: 0-7891-5055-7

Student Resources:

Possible individuals to learn about:

Cesar Milan

- <http://www.cesarsway.com/dog-whisperer-tv/aboutcesar>
- <http://www.cesarsway.com/dog-whisperer-tv/beyond-the-show/The-Real-Story-Crossing-the-Border>

Aron Ralston

- <http://www.nbcnews.com/video/dateline/47528553#47528553>

Bethany Hamilton

- <http://bethanyhamilton.com/about/bio/>
- <http://www.youtube.com/watch?v=OVjDNMyLTH0>

Iranian Teens Get in Trouble for Dancing

- <http://www.youtube.com/watch?v=3GPMcqLNcHg>
- <http://www.bignewsnetwork.com/index.php/sid/226291569>

Diana Nyad (first person to swim from Cuba to Florida)

- <http://www.cnn.com/2013/09/02/world/americas/diana-nyad-cuba-florida-swim/>
- <http://www.youtube.com/watch?v=mnfDJF8Zpck>

Ernest Shackleton's Expedition to Antarctica

- <http://www.timeforkids.com/news/shipwrecked/136711>
- <http://www.timeforkids.com/content/ernest-shackletons-antarctic-hut>
- <http://www.nbcnews.com/video/ann-curry-reports/54006144#54006144>

Marie Curie

- http://www.nobelprize.org/nobel_prizes/physics/laureates/1903/marie-curie-facts.html
- <http://www.brainpop.com/science/energy/mariecurie/>
- http://www.ducksters.com/biography/women_leaders/marie_curie.php
- <http://www.biography.com/#!/people/marie-curie-9263538>

National Geographic Site about Risk-Takers

- <http://ngm.nationalgeographic.com/125-exploration/risk-takers-gallery>

Vocabulary:

- Analysis—separating a text or structure into its parts to explain how the parts work together to create a specific effect or achieve a purpose
- Annotate—an active reading strategy which promotes critical thinking; marking the text and recording such things as literary devices and elements, questions, key words, etc.
- Author’s purpose--author’s intent or reasoning for writing: to explain/inform, to entertain, to persuade or author’s intent as demonstrated by the passage
- Central idea--a main idea in an informational text
- Character traits—aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.
- Compound Sentence--two or more coordinate independent clauses, but no dependent clause, as in “George talked about global warming, and Harry listened to every word.”
- Conflict--Conflict--a struggle or clash between opposing characters or opposing forces. External conflict: a struggle between a character and an outside force (person vs. person, person vs. nature, person vs. society) etc. Internal conflict: a struggle within a character (person vs. self)
- Conventions—a rule or practice based on general consensus; rules apply to capitalization, punctuation, spelling, grammar and usage
- Dialogue—discussion between two or more people
- Drafting—a step in the writing process in which the writer takes the seed planted during prewriting and begins to grow the text in the form the writer envisions. During the drafting process, the writer composes freely with a focus on developing the content of writing.
- Editing/Proofreading—a step in the writing process in which the writer polishes the pieces of writing, taking into account the needs of the reading audience. The writer edits for the conventions of spelling, grammar, punctuation, capitalization, etc. The focus is on the final product.
- Evidence—facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.
- Inferences—a conclusion about the unknown, based on the known
- Mentor text—text used as an example of quality writing; a published piece of writing a teacher uses during a lesson to teach a skill or motivate the students to imitate the skill or style of the author
- Narrative--writing that tells a story or account of events, either true or fictional

- Narrator—the person telling the story; narrative viewpoints include: first person, third-person omniscient, third-person limited
- Plot—the main events of a play, novel, movie or similar work, devised and presented by the writer as an interrelated sequence of events; five basic elements: exposition, rising action, climax, falling action, and resolution
 - 1st person point of view--the narrator participating in the action and referring to himself/herself as “I”
 - 2nd person point of view--the “you” in explanations, directions, or arguments
 - 3rd person point of view--the narrator generally not character in the story (though not always the case), and referring to the characters as “he” or “she” as the events are told
- Setting—geographic location and time period of a story
- Simple Sentence--one independent clause and no dependent clauses, as in “The dog ate my homework.”
- Summarize--to make brief statement about the essential ideas or major points in a text
- Supporting details--examples provided to describe, explain, or reinforce the main idea

Unit 2: Mysteries (Informational)

Content Area: English	Course: ELA Grade 6	UNIT 2: Mysteries (Informational)
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<p>Unit 2 Description: Unit 2: Mysteries (Informational) By the end of the unit, students will:</p> <ul style="list-style-type: none"> ● Understand and analyze how authors develop elements of nonfiction and fiction (such as plot, characterization, conflict, theme, setting, figurative language). ● Effectively participate in collaborative discussions in order to extend their learning. <ul style="list-style-type: none"> ● Cite evidence in informational writing. ● Produce clear and coherent writing using grade-level craft structures. ● Gather relevant information from multiple print and digital sources. ● Understand and analyze how authors develop elements of nonfiction and fiction (such as plot, characterization, conflict, theme, setting, figurative language). 	<p>Unit 2 Timeline: 8 weeks</p>
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DESIRED Results
<p>Transfer Goal - Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as cultural literate, collaborative members of society.</p>

Understandings: *Students will understand that... (Big Ideas)*

1. Students will understand that workshop involves reading, writing, and working both independently and collaboratively. ([Unit 1 Workshop Anchor Charts](#))
2. Texts have both explicit and inferential meanings.
3. A text's theme or central idea is conveyed through particular details.
4. An author's purpose and audience determines the choice of style and craft.
5. A text's structure and features can contribute to the development of theme, setting, and plot in fiction, and ideas in informational literature.
6. A plot unfolds in a series of episodes, and that characters can change the plot as it moves towards the resolution.
7. Words and phrases have can have a figurative or connotative meaning that affect the meaning or tone of the writing based on context.
8. Writing examines a topic using a variety of structure (Argumentative, **Informative**, and Narrative).

9. Researchers gather information from multiple, credible sources while avoiding plagiarism.

10. Writers use conventions to create meaning.

11. Collaborative discussions require a diverse group of learners to be prepared, knowledgeable, and open to new ideas by posing questions and answering questions.

Essential Questions:

- Is the search worth the answer?
- How do you explain the unexplainable?

Students will know.....	Standard	Students Will Be Able to.....	Standard
Reading Literature		Reading Literature	
The definition of conclusion and inference; how to think beyond the text. Inferences need to be supported with evidence from the text.	RL1A	Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL1A
Reading Informational Text		Reading Informational Text	
The definition of conclusion and inference; how to think beyond the text. Inferences need to be supported with evidence from the text.	RI1A	Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI1A
The definition of text features, media, and drawing conclusions. Media and information can be presented through diverse formats to deepen our understanding of a topic. Some media formats are more effective than others.	RI1C	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	RI1C
Reading a biography, an infographic, or an article has a different effect than watching a video, a documentary, or listening to an interview.	RI3A	Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.	RI3A
Writers present events and ideas differently. For example, writing can take the form of a memoir or a biography. Readers pay attention to the similarities and differences in how events and ideas are presented.	RI3B	Compare and contrast one author’s presentation of events with that of another.	RI7

Writing		Writing	
<p>The definitions of credibility, plagiarism, and bibliography, and what it means to quote or paraphrase rather than copy.</p> <p>Information collected from print and digital sources must be assessed for credibility; information must be recorded and cited.</p>	W1A	<p>Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.</p> <p>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.</p>	W1A
<p>B. Writers use informative/explanatory text to communicate ideas by selecting, organizing, and analyzing applicable content.</p> <p>a. Writers use various types of organizational structures (definition, classification, compare/contrast and cause/effect) to introduce their ideas.</p> <p>Writers use appropriate text features to help their audience understand their ideas.</p> <p>b. Writers use one strong, controlling idea and support that idea with specific details, reasons, facts, quotes, or other information from sources.</p> <p>c. Writers use transitions to connect and clarify ideas.</p> <p>d. Writers use appropriate and specific word choices to communicate ideas.</p> <p>e. Writers use an effective ending to conclude the text.</p>	W2AB	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.</p> <p>A. Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details</p> <p>B. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details</p> <p>C. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence</p>	W2AB
<p>C. Writers use argumentative writing to communicate a position or claim.</p> <p>a. Writers support their claim/position with clear reasons and relevant evidence (in the form of specific details, facts, quotes, or other information from sources).</p> <p>b. Writers introduce their claim/position and organize it clearly with an effective beginning, middle, and end.</p> <p>c. Writers use credible sources.</p> <p>d. Writers use transitions to connect and clarify ideas.</p> <p>e. Writers use an effective ending to conclude the text.</p>	W2AC	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.</p> <p>A. Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details</p> <p>B. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details</p> <p>C. Argumentative: Develop argumentative writing</p>	W2AC

		by introducing and supporting a claim with clear reasons and relevant evidence	
<p>Writers develop and strengthen their writing by revising, editing, rewriting.</p> <p>Writers know and use specific traits to produce clear, cohesive writing. These traits include ideas and content, organization, sentence fluency, word choice, voice, and conventions.</p> <p>Writers use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>Technology and the Internet offer a variety of ways to produce and publish writing, as well as collaborate with others. Keyboarding skills are necessary to use technology.</p>	W3Aa, b, c, d, e	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>A. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.</p> <p>B. Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.</p> <p>C. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>D. Use transitions to clarify relationships and connect ideas, claims and signal time shifts.</p> <p>E. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	W3Aa, b, c,d,e
Speaking and Listening		Speaking and Listening Standards	
The definition of argument and claims; making comments helps contribute to collegial discussions.	SL1B	Delineate a speaker’s argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	SL1B
Speakers position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.	SL2B	Position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.	SL2B
Technology		Technology Standards (ISTE-S)	
		<p>3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.</p> <p>a. Plan strategies to guide inquiry.</p> <p>b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>c. Evaluate and select information sources and digital</p>	<p>ISTE 3a</p> <p>ISTE 3b</p> <p>ISTE 3c</p>

		tools based on the appropriateness to specific tasks.	
		<p>4. Critical thinking, problem solving, and decision making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <ul style="list-style-type: none"> a. Identify and define authentic problems and significant questions for investigation. b. Plan and manage activities to develop a solution or complete a project. c. Collect and analyze data to identify solutions and/or make informed decisions. d. Use multiple processes and diverse perspectives to explore alternative solutions. 	<p>ISTE 4a</p> <p>ISTE 4b</p> <p>ISTE 4c</p> <p>ISTE 4d</p>

Unit 2: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standard:</u>	<u>Unit 2 Performance Assessment:</u>	<u>Rigor/Relevance</u>
8, 9, 10	W1A W2B ISTE 2, 6	<p>The prewriting portion of this task will be completed at the beginning of the quarter. The Summative Writing portion of the task will happen at the end of the quarter.</p> <p>Think about a topic that you know a lot about. Compose an informational text that teaches others about this topic including what are interesting ideas related to your topic as well as important ideas about your selected topic.</p> <p>You will need to bring in materials to help you compose this informational draft tomorrow. You will only have one class period to compose your writing. You will need to complete the entire writing process in one class period tomorrow. Be sure to use all of the strategies you know about composing informational writing.</p> <p>Student Prompt</p> <p>Informational Scoring Guide</p> <p><i>*Students will create a Digital Portfolio as a Folder in Google Drive to put writing samples in throughout their middle school experience.</i></p>	<p>B</p> <p><u>21st Century Skills</u></p> <p>Critical Thinking</p> <p>Communication</p>

Unit 2: Sample Learning Plan

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standard</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>Rigor/Relevance</u>
		Unit 2 Anchor Charts (Living Document--please upload a picture of		<u>21st Century</u>

		your anchor charts)		
1	RL1A RL3D W2A	<p>On-Going: Reading Journals: (to be done in notebook or blog format) Journals will be used weekly to reinforce skills taught throughout the unit AND to brainstorm ideas related to mysteries they read and write about.</p> <p>Students will connect their independent reading book to the skills in order to craft entries in their journal. Students may share with peers or teacher for feedback. Another possible sharing tool for students' reading is Pen Pals Who WRITE or Pen Pals Schools, where students can connect with global students who have read the same book they have an discuss it via writing.</p> <p>Below are some suggested activities for reading journal entries:</p> <ol style="list-style-type: none"> 1.) What are pronouns, and how do they work in our everyday lives? 2.) Do you notice pronouns in your book? Did the author clarify these with dialogue tags? What made it effective or ineffective? How was the pronoun usage different in dialogue versus the narration? 3.) Literary Elements: identify a literary element in your book (conflict, flashback, foreshadowing, etc.). Explain what this element adds to your book--why did the author include it? 4.) Research: If you were the author of this book, what would you have had to research in order to have developed a specific character, setting, etc. (i.e. If you were reading <i>Double Identity</i>, you would have had to research cloning since the main character is cloned.) After determining what area you would need to research, draft a list of key terms you would use to guide that research. Now create a research plan. 5.) Literary Elements (choice): Explain the use of (flashback, foreshadowing, etc.) in your independent reading book (may also use a mentor text, especially at the beginning) using text details. 6.) Theme: How did the author develop the theme or themes in 	<p>Providing Practice & Assigning Homework</p> <p>Feedback</p> <p>Summarizing & Note Taking</p>	<p>B</p> <p>Critical Thinking</p>
10				
3	RL1D			

		your piece? What lessons are the characters learning and how?		
1	RL1A RL3D	<p>Independent Reading: Students should be reading at least four to six independent reading books per quarter. This quarter, students should be sure to choose at least one mystery to connect with this unit, and should reflect on their genre choices perhaps using their Reading Goal Sheet or Genre Requirements Graph. The expectation is that students will be journaling on a regular basis using the independent novel at that time. This is not to imply there are lessons to be taught for every independent reading book.</p> <p>Modeling Independent Reading. The link will give you background information on independent reading. Working with your library media specialist, have students create a “Books I Plan to Read” list. They should be “Just Right” books. Working with the teacher, students need to set a goal to work toward during independent reading. Teacher will conference with students to help monitor the goal. The students should be working on comprehension skills being taught during whole class lessons and deeper analysis of the text.</p> <ul style="list-style-type: none"> • Assessment in Reader’s Workshop • <u>Status of the Class:</u> After reading independently, students will update their status of the class page in their reading journal or process aloud with a partner. <ul style="list-style-type: none"> • <u>Weekly Reading Log:</u> Students can track their reading and set individual goals, or students may use the free version of the Books Wing app. <ul style="list-style-type: none"> • <u>Books I Plan to Read List:</u> Students will update their list of books they would like to read throughout the year. These titles can come from peer recommendations during the status of the class talks, book talks, or other suggestions. • <u>Tweeting to Authors:</u> When students finish a book throughout the year, they may connect to the author by tweeting them a question or comment about the book. Teachers will need to set up a Twitter account to be able to tweet. See the following examples of tweets and responses from authors Tweet Example 1 Tweet Example 2 	Feedback Advance Organizers/Front loading Providing Practice & Assigning Homework Reinforcing Effort & Providing Recognition Setting Objectives	D Communication
4	SL2A SL2C			
11	SL1A SL1B			

		<ul style="list-style-type: none"> ● <u>Quarterly Reading Projects</u>: This is one way to encourage and assess independent reading that is based on the Menu of Options. Here is a 2nd Quarter example (and an editable copy) with some suggested handouts and alternate options. ● <u>Short Research Project</u>: Students will research to learn more about a topic connected to their book. ● <u>Book Talks</u>: In an effort to expose your students to a variety of titles, book talks should be done weekly. This can be done by the classroom teacher, students or library media specialist. Here is an example Book Talk Assignment and Rubric. ● <u>Book Clubs</u>: students meet in groups of 3-6 to discuss the same book related to theme of unit. Expectations and norms should be set within the groups. <ul style="list-style-type: none"> ■ Choosing Unit 2 Books (See list of possible resources) <p>Book Club Choices: These activities are based on the standards taught in each unit. Students are given choices to demonstrate understanding of the standards taught using their Book Club books. Task Menu</p> <ul style="list-style-type: none"> ■ What to expect with book groups example ■ Book Club Organizers <ul style="list-style-type: none"> ● <u>Book Extension</u>: Students create a photo album from a character's perspective. They can create or find at 5-6 pictures & write a caption for each. The pictures should capture the important parts of the book. This can be done on paper or on Google Slides (Photo Album option). 		
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10	W3AC	<p>Mentor Sentences: Using Jeff Anderson model for the teaching of language conventions, refer to his <u>Mechanically Inclined</u> book. For more information about using mentor sentences, student examples, and suggested texts click on these resources below.</p> <p>Mentor Sentences Resources Helpful Ideas for Teaching Grammar in Workshop. Mentor Sentences Notebook: Appositives Appositives Practice Rally Coach Activity Mentor Sentences Commas in a Series Mentor Sentences Notebook: Commas in a Series</p> <p>See also example of mentor sentences and Shopping Cart (generic shopping list)</p>	Identifying Similarities and Differences	A
10	W2AB	<ul style="list-style-type: none"> ● Dashes <ul style="list-style-type: none"> ○ dash practice ○ smart notebook presentation 1 ○ smart notebook presentation 2 ● Pronouns <ul style="list-style-type: none"> ○ Smart notebook presentation <p>Express-Lane Edit</p> <ul style="list-style-type: none"> ● Students will watch a video clip of a magician (Chriss Angel) performing an illusion. ● Students will then answer a structured free-write, “How did Chriss Angel perform this illusion?” ● Students will then express-lane edit Persuasive Unit 2 Express Lane Edit 	Providing Practice	Communication

<p>6, 8</p>	<p>RL1A RL1D RL2A RL2B RL2D</p>	<p>Literary Elements and Mentor Text: Science Fiction short story Flan by Mary Caracker This can be used as a mentor text to model annotating, citing text evidence, showing various literary devices including plot, internal and external conflict, character traits and character motivation, and inferring the setting.</p> <p>Consider the following prompts/journal entries, or use these questions to guide students as they annotate for the following:</p> <ul style="list-style-type: none"> • What is motivating the characters? • What is the setting? How do you know? • Is the point of view third person limited or omniscient? How do you know? • What do we learn in the exposition of the story? What does the author reveal about the setting, characters and problem? • Create a “comic strip” in 8 frames showing the most important parts of the plot. • Map out the most important events in the story on a plot diagram. • What is the author’s message to us in writing this story? <p>This story is a good introduction or “bridge” to connect with some “mystery” topics such as crop circles, Area 51, the Roswell Incident, the Bermuda Triangle,</p> <p>Additional Activities & Tools for “Flan”: Punctuation Scavenger Hunt with SMART Notebook Flan Vocabulary Sort Pre-AP & Answer Key Flan Comprehension Questions</p>	<p>Providing Practice</p> <p>Cues and Questions</p> <p>Note taking and summarizing</p>	<p>B</p> <p>Critical Thinking</p>
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<p>5, 8, 11</p>	<p>W1A W2AB W3AA W3AD</p>	<p>Text Structures: Expository Essays</p> <p>Description of Text Structures to use with students.</p> <p>Formative Assessment Option The link contains a file with multiple options for formative assessment. PLCs should determine which questions will be used.</p> <p>Whole Class Activity: Teacher will lead activity in which students analyze and identify the structure of an expository essay.</p> <p>Objective: We will understand the way ideas are organized in an essay</p> <p>Use the compare/contrast essay What's the Buzz? (see pgs 6 & 7) See Notebook presentation and organizer to use a visual to analyze the organization.</p> <p>Copies of <i>What's the Buzz?</i> essay with paragraphs cut apart (1 per group) Copies of essay (1 per student)</p> <p>Teacher should model putting paragraphs of an essay together in a logical order and clearly show the following having students annotate for these on their own copy :</p> <ul style="list-style-type: none"> ● a hook in the introduction, which is revisited in the conclusion ● a clear thesis in the intro, which is restated in the conclusion ● three body paragraphs with topic sentences and a clear focus ● transition words/phrases that show that show the compare/contrast structure of the essay <p>Then, give students additional essays in groups (narrative, informational, argumentative) that are cut apart and ask students to put them in correct order and annotate for the same items bulleted above. Groups can then share their reasoning with the class and see if other groups agree on the order of the paragraphs and the annotations.</p>	<p>Cooperative Learning</p> <p>Identifying Similarities and Differences</p> <p>Advance Organizers</p>	<p>C</p> <p>Critical Thinking</p> <p>Collaboration</p>
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8, 10	W1A W2AB	<p>Text Structures: Writing a Thesis for an Expository Essay</p> <p>Objective: We will be able to write an introduction for an essay with a hook and thesis.</p> <p>Mini-Lesson: Teacher will introduce students to the different types of hooks they can use to start their essay in the introduction notes. They will work with a partner using Rally Coach to view hook examples and determine the type of hook being used.</p> <p>The following resources will help in teaching a three-part thesis:</p> <p>Crafting a Thesis for an Expository Essay handout from Scholastic</p> <p>How to Write a Thesis for Beginners Video</p> <p>After using one or both of the above resources, give students practice writing a thesis for a random topic. Print out samples topics and have groups choose them randomly from a hat. Then groups share out to the class or post on Padlet.</p> <p>Sample topics from Thesis Writing Practice:</p> <ol style="list-style-type: none"> 1. Why is Batman so cool? 2. Should electronic devices be banned in school? 3. Why should people volunteer? 4. Is television good or bad for us? 5. Why is the Bermuda Triangle such a mystery? 6. Should the minimum driving age be raised to eighteen? 7. Is middle school tougher or easier than elementary school? 8. Why should every teenage have a cell phone? 9. Why are the Egyptian pyramids so amazing? 10. Is recycling important? 	<p>Cooperative Learning</p> <p>Providing practice and Assigning homework</p>	<p>C</p> <p>Critical Thinking</p> <p>Communication</p> <p>Collaboration</p>
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8, 10	W1A W2AB W3AA	<p>Text Structures: Writing Non-Fiction Introductions and Conclusions</p> <p>Introduction Mini-Lesson: Teacher will review the structure of Introductions (hook, connecting sentences/background information, thesis statement) using teacher-provided examples as a model. Hooks--look for both classic examples in literature and eye-catching contemporary examples (such as current state nominees). Discuss how we can draw inspiration from fiction in our non-fiction research writing. Students will annotate each part of the introduction paragraph.</p> <p>Independent Practice: Students will write a lead using their annotated paragraph as a mentor text. They will write using the thesis statement they wrote in the above activity.</p> <p>Conclusion Mini-Lesson: Teacher will review the structure of Conclusions (thesis statement, revisit main idea, leave the reader something to think about or tie into the hook) using teacher-provided examples as a model. Students will annotate each part of the concluding paragraph.</p> <p>Independent Practice: Students will write a conclusion using their annotated paragraph as a mentor text, and then collaborate by either sharing them with a peer on Google Classroom or using a cooperative learning strategy to give feedback (consider a PMI chart or scoring together using the scoring guide).</p> <p><u>Additional Resource:</u> Concluding Paragraph Mentor Text</p>	Providing Practice and Assigning Homework Note-Taking Cooperative Learning	C Critical Thinking Collaboration
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<p>9</p> <p>W2AB W1A W3AE</p>	<p>Research</p> <p>Utilize your Learning Commons/Library Media Specialist for research lessons; additional resources: BrainPop video and quiz on Plagiarism, EBSCOhost Explora for Middle School for finding credible sources and citing research in MLA format.</p> <p>Read an excerpt of a book that required research on the author's part (examples:Ruta Sepetys and <i>Between Shades of Gray</i>) *Extension--contact her at http://www.rutasepetys.com/ to ask her more.</p> <p>Ruta Sepetys interview on Youtube</p> <p>Practice their own mini-research on a topic listed or of their choosing: telekinesis, walking on fire, ESP, paranormal activity, stonehenge, crop circles, etc. Again, use learning commons for additional resources.</p> <p>Planning sheet</p> <p>power point on putting together mini research</p>	<p>Summarizing & Note Taking</p> <p>Cues & Questions</p> <p>Advance Organizers</p>	<p>D</p> <p>Critical Thinking</p>
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9	W1A W3AC	<p>Writing In-Text Citations: Objectives: We will understand the difference between paraphrasing and using quotes in our writing. We will be able to quote evidence from a text to support our ideas.</p> <p>The teacher will teach a lesson on text citation in order to support students' writing and avoid plagiarism. Prove-It! A Citation Scavenger Hunt Teaching Channel Video Lesson Plan: Two Days with No Phone Mammoth Informational Text: Common Lit Mammoth Handout: Citing a Quote Citation Notes BrainPop Plagiarism Video and Quiz</p>	Setting Objectives Identifying Similarities and Differences Providing Practice & Assigning Homework	B Critical Thinking
2,6 5,6,11	RL1A RL1D RL2B W3AC RL2D,RL3C	<p>Reviewing and Analyzing Literary Elements & Plot Structure Give the Pretest to assess students' prior knowledge.</p> <p>Objective: We will understand that writers use literary devices to help shape a story</p> <p>Online Resource: Literary Elements to Know</p> <p>Internal and External Conflict Theme Notebook Mini Lesson, Main Idea vs Theme Mini Lesson Point of View Notes, Notebook Presentation Foreshadowing Flashback--Constructed Response Flashback/Foreshadowing in The Face on the Milk Carton Mood--Teach with one of the short stories or short films found in resources; notes Writing Dialogue--After teaching mood with the above short films (which are mostly silent), ask students to write out a dialogue for the characters that could be included if the directors chose to remake the short film.</p> <p>Plot Elements:</p>	Identifying Similarities & Differences Advance Organizers & Frontloading Summarizing	C Critical Thinking Communication Collaboration C

<p>6,10,11</p> <p>5,11</p>	<p>W2AB</p> <p>RL2A SL1A</p>	<p>Teachers can use the short films or short stories listed in Unit 2 resources to use a variety of media to help teach this skill.</p> <p>A. Basic Plot Elements Review: If necessary, students will create a vocabulary page for elements of plot using a teacher-selected plot video (ex: Elements of Plot in The Hunger Games; Plot Elements Powerpoint with Notes/Guided Notes, video comparing Plot Map to Roller Coaster, and Plot Elements Using Finding Nemo).</p> <p>B. After reading the short story of the students' choice, students work together to create an order of events timeline for the story. This can be done using an online tool (Read, Write, Think, Timeline, Google Drawing or Creately). Students can compare their order of events with that of a peer. They will work together to create a plot chart for the story. Students can use an online tool (Read, Write, Think Plot Chart).</p> <p>C. The teacher will pull specific sentences/excerpts from the choice stories. Small groups will analyze how these sentences/excerpts contribute to the development of literary elements such as characterization, conflict, theme, plot, setting, etc. See sample activity using the short story <i>The Dinner Party</i>.</p>	<p>and notetaking</p> <p>Providing practice and assigning homework</p>	<p>Critical Thinking</p>
<p>6, 11</p>	<p>RL2C RL2A SL1B</p>	<p>Literature Circle Discussion</p> <p>Objective for Students: We will compare and contrast author's use of literary devices in writing a narrative. We will understand that author's use a variety of literary devices to create a narrative.</p> <p>Teacher will choose two texts for students to compare and contrast. Students will be focusing on the author's approach in developing a story. Students will read and annotate the texts, generate discussion questions, and have a discussion in an "inner and outer circle" format.</p> <p>Sample texts to compare and contrast: (use first 1-2 chapters only)</p>	<p>Identifying Similarities & Differences</p>	<p>C</p> <p>Communication</p> <p>Collaboration</p>

		<i>Death Cloud and Swindle</i> <i>Legend and The Giver</i> Lit Circle Discussion Guide		
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Unit 2: Resources

UNIT RESOURCES

Resources:

Book Club Choice Suggestions for Pre AP 6th Grade ELA:

- *The Westing Game* by Ellen Raskin
- *Trapped* by Michael Northrup
- *Theodore Boone: Kid Lawyer* by James Patterson
- *Heist Society* by Ally Carter
- *13 Reasons Why* by Jay Asher (**parent permission form required**)
- *First Light* by Rebecca Stead
- *Eleven* by Patricia Reilly Giff
- *Double Identity* Margaret Peterson Haddix
- *If the Witness Lied* by Caroline B. Cooney
- *The Adoration of Jenna Fox* by Mary E. Pearson
- *Belle Prater's Boy* by Ruth White
- *The House on the Gulf* by Margaret Peterson Haddix
- *Shakespeare's Secret* by Elise Broach
- *Book Scavenger* by Jennifer Chambliss Bertman
- *Blackwater* by Eve Bunting
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Book Club Task Menus for any unit

[Unit 1 Example](#)

[Unit 2 Example](#)

[Unit 3 Example](#)

[Unit 4 Example](#)

[Google Folder of Examples](#)

Informational Texts

“The Grooved African Sphere” kidsgen.com/unsolved_mysteries, “Who Was Robin Hood?” livescience.com

“The Truth in Illusions” forbs.com

“The Masked Magician: Secrets of Illusionists, unmasked” by Jerry Fink, “Why Do Magicians Keep Secrets?” birthday-party-magician.com

“Dying to Be Strong” from Scope Magazine October 2013

“Edgar Allan Poe Master of Creepiness” from Scope January 1999

Plays

“Mystery Plays” Adapted by Tom Conklin

“Houdini” by Pen Densham from Scope Magazine November 1998

“Terror on the Mountain” by Karen Glenn Read Magazine September 1997

Poetry:

“Museum” by Wislawa Szymborska,

“The Cremation of Sam McGee” by Robert Service

Short Stories:

[The Dinner Party](#) by Mona Gardner (Plot)

“Five-Minute Mini-Mysteries” by Stan Smith

“Two-Minute Mysteries” by Donald. J. Sobol

Short Films:

[Alma](#) (mood and foreshadowing)

[Feast](#) (plot, mood, conflict, point of view)

[Soar](#) (character motivation, point of view)

[Alike](#) (character motivation, theme, conflict)

SCOPE magazine has many different short stories, informational text, and dramas to use.

Instructional Strategies:

Mechanically Inclined by Jeff Anderson

Everyday Editing by Jeff Anderson

10 Things Every Writer Needs to Know by Jeff Anderson

Readicide by Kelly Gallagher

Kagan Cooperative Learning by Dr. Spencer Kagan Miguel Kagan

Vocabulary:

- Appositive/Appositive phrase: a word or phrase that identifies or renames a noun or pronoun as in “My dog, Cash, loves to go on walks” or “I love to visit Destin, a place in Florida.”
- Author’s purpose--author’s intent or reasoning for writing: to explain/inform, to entertain, to persuade or author’s intent as demonstrated by the passage
- Character traits--characterization developed by describing various aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.
- Claim--as assertion of something as a fact
- Commas in a Series--using commas to separate a list of three or more things, actions, and phrases
- Compare--to tell how things are alike; to examine both points of similarity and difference but generally with the greater emphasis on similarities
 - Complex Sentence--one independent clause and one or more dependent clauses, as in “I knew when you came in.”
 - Conflict--a struggle or clash between opposing characters or opposing forces. External conflict: a struggle between a character and an outside force (person vs. person, person vs. nature, person vs. society) etc. Internal conflict: a struggle within a character (person vs. self)
 - Connotation--attitude and emotional feelings associated with a word or idea
 - Contrast--to explain how things are different
 - Conventions—a rule or practice based on general consensus; rules apply to capitalization, punctuation, spelling, grammar and usage
 - Denotation--a word’s literal meaning
 - Evidence—facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.
 - Expository--writing that presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic
 - Foreshadowing--literary technique in which the author provides clues to coming events in a narrative
 - Flashback--literary technique in which the author presents information that happened
 - Inference--a conclusion about the unknown, based on the known
 - Main Idea--implicit or explicit message; what a text is “mostly about”

- Media--the means of communication, as radio and television, newspapers and magazines , that reach or influence people widely
- Mood--feeling created in the reader which is evoked through the language of the text
- Paraphrasing--using one’s own words to express the main ideas in what has been read, seen, or heard
- Point of View--perspective from which a story is told.
 - 1st person point of view: the narrator participating in the action and referring to himself/herself as “I”.
 - 2nd person point of view: the “you” in directions, explanations or arguments (not frequently used).
 - 3rd person point of view: the narrator generally not a character in the story (although this is not always the case), and referring to the characters as “he” or “she” as the events are told.
 - Limited omniscient point of view: the narrator relating the inner thoughts and feelings of just one character.
 - Omniscient point of view: the narrator as all-knowing and relating the inner thoughts and feelings of all the characters
- Plot--action or sequence of events in a story; five basic elements: exposition, rising action, climax, falling action, and resolution
- Pronouns-- words that take the place of nouns (he, she, I, we etc.)
- Setting--geographic location and time period of a story
- Text structure--how the information within a given text is organized
- Theme- the message or lesson the author wants you to learn from the text
- Tone--attitude author takes toward the subject, the characters, or the audience

[DESE Glossary Link](#)

Unit 3: Take a Stand (Research/Argumentative)

Content Area: English	Course: ELA Grade 6	Unit Three: Take a Stand (Research/Argumentative)
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<p>Unit Description: By the end of the unit, students will:</p> <ul style="list-style-type: none"> ● Understand and analyze how authors develop literary elements in fiction and nonfiction (such as plot, characterization, conflict, theme, setting, and figurative language). <ul style="list-style-type: none"> ● Be able to write a text summary devoid of opinion. ● Effectively participate in collaborative discussions in order to extend their learning. ● Understand and be able to determine an author’s point of view and purpose for writing and analyze how authors develop arguments through claims that are supported by reasons and evidence. ● Produce clear and coherent argument in writing by incorporating clear reasons supported by relevant evidence. 	<p>Unit Timeline:</p> <p>8 Weeks</p>
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DESIRED Results

Transfer Goal - Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as cultural literate, collaborative members of society.

Understandings – Students will understand that...

1. Workshop involves reading, writing, and working both independently and collaboratively. ([Unit 1 Workshop Anchor Charts](#))
2. Texts have both explicit and inferential meanings.
3. An author’s purpose and audience determines the choice of style and craft.
4. A text’s structure and features can contribute to the development ideas in informational texts.
5. Writing examines a topic using a variety of structure (**Argumentative**, Informative, and Narrative).
6. Researchers gather information from multiple, credible sources while avoiding plagiarism.
7. Writers use conventions to create meaning.
8. Collaborative discussions require a diverse group of learners to be prepared, knowledgeable, and open to new ideas.

Essential Questions: Students will keep considering...

- Whose/what side are you on?

Students Will Know.....	Standard	Students Will Be Able To.....	Standard
Reading Literature		Reading Literature	
The definition of conclusion and inference; how to think beyond the text. Inferences need to be supported with evidence from the text.	RL1A	Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL1A
The definition of conclusion and inference; how to think beyond the text. Inferences need to be supported with evidence from the text.	R11A	Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	R11A
The definition of text structure and how particular sentences, paragraphs, sections, or text features contribute to the development of a text's ideas.	R12A	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.	R12A
The definition of point of view author's purpose (to inform, to entertain, and to persuade) and how to determine point of view and author's purpose from a text.	R12B	Explain how an author's point of view or purpose is conveyed in a text.	R12B
The definitions of argument and claims. An author's arguments and claims can be traced and evaluated to determine if they are supported by evidence or not.	R12D	Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.	R12D
Writers present events and ideas differently. For example, writing can take the form of a memoir or a biography. Readers pay attention to the similarities and differences in how events and ideas are presented.	R13B	Compare and contrast one author's presentation of events with that of another.	R13B
The definitions of credibility, plagiarism, and bibliography, and what it means to quote or paraphrase rather than copy. Information collected from print and digital sources must be assessed for credibility; information must be recorded and cited.	W1A	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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	W1A

		bibliographic information for sources.	
<p>Writers use argumentative writing to communicate a position or claim.</p> <p>a. Writers support their claim/position with clear reasons and relevant evidence (in the form of specific details, facts, quotes, or other information from sources).</p> <p>b. Writers introduce their claim/position and organize it clearly with an effective beginning, middle, and end.</p> <p>c. Writers use credible sources.</p> <p>d. Writers use transitions to connect and clarify ideas.</p> <p>e. Writers use an effective ending to conclude the text.</p>	W2AC	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.</p> <p>A. Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details</p> <p>B. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details</p> <p>C. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence</p>	W2A
<p>Writers develop and strengthen their writing by revising, editing, rewriting.</p> <p>Writers know and use specific traits to produce clear, cohesive writing. These traits include ideas and content, organization, sentence fluency, word choice, voice, and conventions.</p> <p>Writers use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>Technology and the Internet offer a variety of ways to produce and publish writing, as well as collaborate with others. Keyboarding skills are necessary to use technology.</p>	W3A	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>A. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.</p> <p>B. Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.</p> <p>C. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>D. Use transitions to clarify relationships and connect ideas, claims and signal time shifts.</p> <p>(E). Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	W3A
<p>The definition of argument and claims; making comments helps contribute to collegial discussions.</p>	SL1B	<p>Delineate a speaker’s argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	SL1B

The definition of media, and how information can be presented in a variety of formats.	SL2C	Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims findings and ideas.	SL2C
		Technology Standards	
		<p>ISTE-S</p> <p>1. Creativity and Innovation</p> <p>Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <p>a. Apply existing knowledge to generate new ideas, products, or processes.</p> <p>b. Create original works as a means of personal or group expression.</p>	<p>ISTE-S 1a</p> <p>ISTE-S 1b</p>
		<p>2. Communication and Collaboration</p> <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p>	<p>ISTE-S 2a</p> <p>ISTE-S 2b</p>

Unit 3: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standard:</u>	<u>Unit 3 Performance Assessment:</u>	<u>Rigor/Relevance</u>
5, 6	W1A, W2C	The prewriting portion of this task will be completed at the beginning of the quarter. The Summative Writing portion of the task will happen at the end of the quarter.	<u>21st Century</u>

	<p>ISTE 2, 3, 6</p>	<p>Think about a topic or issue that you have strong feelings about, or care a great deal about. Tomorrow you will have ONE class period to compose an argument passage about this topic. In this composition you will include your claim and provide reasons why you feel so strongly about your topic. You will need to rely on as many different sources of information as you can to help justify your position on the topic. You should bring in at least one source information for your evidence.</p> <p>You will need to complete the entire writing process in just one class period tomorrow.</p> <p>Student Prompt</p> <p>Argument Scoring Guide</p>	<p>D</p> <p>Collaboration</p> <p>Communication</p>
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Unit 3: Sample Learning Plan

<p>SAMPLE LEARNING PLAN</p>
<p>Pre-Assessment: Give students a short article with two different sides--find a current topic on NewsELA.com or find D-News videos. CR Prompt: Choose one side and argue for their claim. Include evidence.</p>

<u>Understanding</u>	<u>Standard:</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy</u>	<u>Rigor/Relevance</u> <u>21 Century Skills</u>
<p>1</p>	<p>RL1A RL3D</p>	<p>Unit 3 Anchor Chart (Living Document--please upload a picture of your anchor charts)</p> <p>On-Going: Reading Journals: (to be done in notebook or blog format) Journals will be used weekly to reinforce skills taught throughout the unit AND to brainstorm ideas related to argumentative texts they read and write. Students will connect their independent reading book to the skills in order to craft entries in their journal. Students may share with peers or teacher for feedback. Another possible tool for sharing reading is Pen Pals Who WRITE or Pen Pals Schools, where students can connect with global students who have read the same book they have an discuss it via writing.</p> <p>Below are suggested activities for reading journal entries:</p>	<p>Argumentative Writing</p> <p>Feedback</p> <p>Providing Practice & Assigning Homework</p>	<p>B</p> <p>Critical Thinking</p> <p>Collaboration</p> <p>Communication</p>
<p>2</p>				

		<p>will be expected to do at least one book talk a quarter but have the option to do more. As the year progresses, requirements and expectations will grow to include: multiple literary elements, text evidence, and technology (e.g. Google Slides, Prezi, or PowToon). Here is an example Book Talk Assignment and Rubric from semester one, but ideally by semester two students are including more literary elements.</p> <ul style="list-style-type: none"> ● Book Clubs: students meet in groups of 3-6 to discuss the same book related to theme of unit. Expectations and norms should be set within the groups. <ul style="list-style-type: none"> ● Choosing Unit 3 Books <ul style="list-style-type: none"> ■ What to expect with book groups example ■ Book Club Organizers <p>Book Club Choices: These activities are based on the standards taught in each unit. Students are given choices to demonstrate understanding of the standards taught using their Book Club books. Task Menu</p> <ul style="list-style-type: none"> ● Book Extension: Students conduct a short research project that connects with their book. They can discuss their research findings in a book talk, write about it informally in their journal, or write a more formal piece that uses in-text citations as evidence of their research. (example: a student reading <i>A Long Walk to Water</i> can research the real-life narrator, or the history of the Sudanese conflict). 		
7	W3AC	<p>Mentor Sentences: Using Jeff Anderson model for the teaching of language conventions, refer to his Mechanically Inclined book. For more information about using mentor sentences, student examples, and suggested texts click on these resources below. Mentor Sentences Resources</p> <p>See also example of mentor sentences and Shopping Cart. (generic shopping list)</p> <p>Throughout the year, teachers should be addressing the following skills using mentor sentences. Below are sample activities. Teachers will need to create their own lessons after using these for the remainder of the year.</p>	Providing Practice, Identifying Similarities & Differences Feedback	A Communication

7	W3AC	<ul style="list-style-type: none"> ● Commas in a Series <ul style="list-style-type: none"> ○ Smart Notebook presentation ○ Example Socratic Quiz ● Colon Lists <ul style="list-style-type: none"> ○ Smart Notebook presentation ● Dashes <ul style="list-style-type: none"> ○ dash practice ○ smart notebook presentation 1 ○ smart notebook presentation 2 ● Pronouns <ul style="list-style-type: none"> ○ Smart notebook presentation <p><u>Mentor Sentences Review:</u></p> <ul style="list-style-type: none"> ● Appositive and Proper Noun Review ● Sentence Fluency work with “The Case for Cursive” <ul style="list-style-type: none"> ○ Smart Notebook review ○ Student Copy <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Hand-out student copies from above of “The Case for Cursive.” 2. Students will examine the author’s use of appositives and proper nouns. <p>Student directions say: Look at these four sentences from the article <i>The Case for Cursive</i>. What similarities do you notice between these sentences? What is the pattern? What rules are being followed? Students should note how all four sentences use of proper nouns and appositive phrases (set apart with commas).</p> <p>Teachers can use these as a review and students can create their own sentences in their journal based on these structures.</p>		
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		Homework/Extension: Vocabulary Building with “The Case for Cursive”		
5, 6	SL1B RI1A RI3B RI3A	<p>Parts of an Argument & Identifying Authors’ Claims</p> <p>Objective: We will know the parts of an argument. We will understand that claims are supported by evidence.</p> <ul style="list-style-type: none"> Students will complete a Pre-Assessment (click here for a resource) to gauge their level of background knowledge about elements of an argument. Mini-Lesson: Watch the BrainPop video on Critical Reasoning, and have students take notes on the components (consider handing out guided notes using this resource). Guided Practice: <ul style="list-style-type: none"> Allow students to work in groups to discover synonyms for the word <i>claim</i>. Show a variety of video clips, and allow students to identify speaker’s claims and supporting detail(s) (students may use/create a graphic organizer). <p>Links to Ted Talks to Identify Claims</p> <ul style="list-style-type: none"> Independent Practice: <ul style="list-style-type: none"> Students will read 2 articles discussing illusions. Illusion Articles, and they may complete a graphic organizer citing the author’s claims and support for their claims. Students will use evidence from the articles to respond: “Does it ruin the illusion when you know how it is accomplished?” This could be done on an Express Lane Edit page or in a constructed response format. 	Advance Organizers Cooperative Learning Argumentative Writing	B Collaboration Communication Critical Thinking
4, 5	SL1B, RI1D ISTE 1	<p>Tracing an Argument and Writing a Summary: Students watch a short video (preferably about the science of risk taking in order to trace the claims made by the author. Using an advance organizer (Sample 1, Sample 2) students will first record the evidence presented in the video, then write a brief summary of the evidence. They can share their summaries and findings in small groups, or post them</p>	Summarizing & Note-Taking Advance Organizer	B Communication Critical Thinking

		digitally (Schoology, Padlet, Blogger, Kidblog--for the blogging sites, you may want to enable comment moderation in order to prevent students from viewing posts before submitting their own) to allow for peer feedback. The teacher should model with students how to provide peer feedback prior to students doing so.	Feedback	
9	W1A SL1B	<p>Evaluating Evidence: Students will be able to evaluate different pieces of evidence in support of an argument.</p> <p>The teacher will begin by asking students to consider a debatable question. For example: "Which is better? Snapchat or Instagram?" Students can discuss this in a "Think-Pair-Share or similar format. The objective is to have students come up with the most compelling piece of evidence in support of their claim.</p> <p>Students can then work in groups or independently on the Evaluating Evidence Sheet.</p>	Cooperative Learning	D Critical Thinking Collaboration
6, 8	W1A SL1B, RI1A, SL1A	<p>Should Fast Food Be Banned in Schools?</p> <ol style="list-style-type: none"> Show a video to introduce the argument: "Should States Ban Junk Food in Schools?" Suggested video from YouTube: http://www.youtube.com/watch?v=igxiroCXT0A Divide the class in half. Give half the class the "Yes" sheet and half the class the "No" sheet. Students will read the arguments and use the attached graphic organizer to summarize each author's claims. Fast Food article Using a "think-pair-share," students will share their ideas with a partner and add any additional information to their organizers. Then place students in pairs or groups with both the YES and NO claims. Students will share ideas, analyze the benefits and drawbacks of each, and decide which argument is stronger. (Optional: include a Panel to deliberate) <p>Connected Readings: <i>Eat This, Not That</i> by David Zinczenko</p>	<p>Identifying Similarities and Differences</p> <p>Cues, Questions and Advance Organizers</p> <p>Cooperative Learning</p> <p>Summarizing and Notetaking</p>	C Communication Collaboration Critical Thinking

		Online Resources: Eat This, Not That Excerpt		
2, 6	RI1A RI2B RI2D W1A W2AC SL1B	<p>Does Handwriting Matter</p> <p>1. Attention Grabber for article: Post on the Smartboard the Zaner-Bloser cursive alphabet. (see Notebook presentation “Does Handwriting Matter?”) Ask students to write the sentence: “The quick brown fox jumps over the lazy dog” entirely in cursive (This sentence uses all the letters of the alphabet and is often used when smart notebook notes learning cursive). Generate discussion afterwards:</p> <ul style="list-style-type: none"> • Was this difficult? • Do you remember learning this cursive style? • Do you write like this? Etc. • Could be used as journal entry also. <p>2. Read the entire article “Does Handwriting Matter?” . Use article to</p> <ul style="list-style-type: none"> • Make inferences • Explain the point of view or purpose • Find the claim and evidence <p>3. Either as homework or in class, students should take notes of the pros and cons of teaching/learning cursive writing on the following 2 videos. The topic is “Does Handwriting Matter?” Two videos can be found here: http://dailynightly.nbcnews.com/news/2013/09/08/20388506-technology-may-script-an-end-to-the-art-of-cursive-writing?lite</p> <p>Small Group Work: In groups of 3-4, students will share their pros and cons with each other. pro/con chart organizer</p> <p>Students will then read the article “Cursive handwriting in schools: Should it be taught?” adapted from http://abclocal.go.com/wabc/story?section=news/lifestyle&id=9327105) This can be done as a class, individually or in groups. Students should gather more evidence on the pros and cons of cursive writing.</p>	Setting Objectives Cues & Questions Providing Practice & Assigning Homework	C Critical Thinking Communication
2, 3, 6, 8	W1A RI2D	<p>The Case for Cursive</p> <p>1. Optional: Complete the “Wordle” example of wordle as a class.</p>	Providing Practice	B

		<p>How to create a wordle</p> <p>2. Read “The Case for Cursive” with the class and analyze the arguments made in the text. Here are some possible teacher-directed questions to pose to the students:</p> <ul style="list-style-type: none"> • Who are the experts quoted? • What are the claims they are making? • What evidence do they use to support their thinking? <p>3. Read the article a second time, annotating/ highlighting key arguments that support the expert’s claims. Ask students the following to record as a journal entry. Then share their thinking with a partner.</p> <ul style="list-style-type: none"> • Is there enough evidence to support the argument? Do you agree or disagree? 	<p>Cues & Questions</p> <p>Feedback</p>	<p>Critical Thinking</p> <p>Communication</p>
2, 3, 6, 8	W1A RI2D	<p>Other possible topic/articles to use with the above activities:</p> <p>1. Teen Stress and Health: Are Teens Overbooked and Stressed Out?</p> <ul style="list-style-type: none"> • Website about Extra Curricular Activities: http://kidshealth.org/teen/homework/back/involved_school.html# • Website with video of teens talking about stress: http://kidshealth.org/teen/homework/health/teens-talk-stress-vd.htm • Website for student quiz <i>Test Your Stress Smarts</i>: http://fit.webmd.com/kids/mood/rmq/rm-quiz-kids-stress-test • Article: How to Build a Better Brain 	<p>Providing Practice</p> <p>Cues & Questions</p> <p>Feedback</p>	<p>B</p> <p>Critical Thinking</p> <p>Feedback</p>
1, 5	W1A W2AC	<p>Structure of Argumentative Writing:</p> <p>Objective: We will understand the organization of an argumentative essay.</p> <p>Groups will evaluate the argumentative sample essay, Summer: 15 Days or 2 ½ Months and identify the elements of an argumentative essay</p>	<p>Cooperative Learning</p> <p>Argumentative Writing</p>	<p>C</p> <p>Collaboration</p> <p>Critical Thinking</p>

		<p>(claim, evidence, reasoning, transition words).</p> <p><u>Directions:</u></p> <ul style="list-style-type: none"> • In small groups, students will annotate the essay to identify hook, thesis, claims and evidence. The teacher will ensure students identified all the necessary elements. Evaluate and discuss: what is the author's strongest evidence? • Extension: Introduce the idea of a counterclaim. Ask why year-round school could be beneficial. Students can write a counterclaim paragraph as a group. (Sample of this essay with a counterclaim paragraph Summer: 15 Days or 2 ½ Months with Counterclaim) 	Feedback	
8	SL1B W1A W2AC	<p>Socratic Seminar</p> <p>Objective: We will be able to participate in a collaborative discussion to explore an argumentative topic.</p> <p>Choose a debatable topic that the class has been focusing (for example: Junk Food in Schools or Handwriting vs. Cursive). Place students in cooperative groups to discuss the topic. Students should have research or annotated articles prepared for this discussion. Talking chips can be used to ensure equal participation, and consider using a format like a fishbowl in which students are encouraged to observe a partner, pause to give feedback, then continue the discussion. Those not participating can observe the group, record feedback, and rate the strongest arguments.</p>	Cooperative Learning Feedback	D Communication

Unit 3: Resources

UNIT RESOURCES
<p>Resources:</p> <p><u>Book Club Choice Suggestions for Pre AP 6th ELA:</u></p> <ul style="list-style-type: none"> • <i>The True Confessions of Charlotte Doyle</i> by AVI

- *The Westing Game* by Ellen Raskin
- *Touching Spirit Bear* by Ben Mikelson
- *The Witch of Blackbird Pond* by Elizabeth George Speare
- *Mississippi Trial 1955* by Chris Crowe
- *Hurt Go Happy* by Ginny Rorby
- *Nothing But the Truth* by AVI
- *Trapped* by Michael Northrup
- *Theodore Boone: Kid Lawyer* by James Patterson

Book Club Task Menus for any unit

[Unit 1 Example](#)

[Unit 2 Example](#)

[Unit 3 Example](#)

[Unit 4 Example](#)

[Google Folder of Examples](#)

- Related Fiction Novel: *The Graveyard Book* by Neil Gaiman Appendix B23 from http://www.nytimes.com/2009/02/15/books/chapters/chapter-graveyard-book.html?_r=0
- Book review of *The Graveyard Book*: <http://www.nytimes.com/2009/02/15/books/review/Edinger-t.html?ref=firstchapters>

Vocabulary:

- Annotate--an active reading strategy which promotes critical thinking; marking the text and recording such things as literary devices and elements, questions, key words, etc.
- Argumentative writing--writing that seems to influence readers or listeners to agree with a perspective or perform an action
- Author's purpose--author's intent or reason for writing: to explain/inform, to entertain, to persuade or author's intent as demonstrated by the passage.
- Central idea--a main idea in an informational text
- Claim--an opinion or argument
- Conflict--struggle or clash between opposing characters or opposing forces
- Conventions—a rule or practice based on general consensus; rules apply to capitalization, punctuation, spelling, grammar & usage

- Credible (reliable) sources--text written by authors respected in their fields of study that can be trusted
- Evaluate--to make a judgment of quality based on evidence
- Evidence—facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.
- Graphic organizer--visual device in reading and/or writing for organizing information around a concept, theme, or topic
- Inference- a conclusion about the unknown, based on the known
- Motive--the goal or object of a person's actions
- Paraphrase--using one's own words to express the main ideas in what has been read, seen, or heard
- Pronouns--words that take the place of nouns (he, she, I, we etc.)
- Plagiarism--act of using or closely imitating the language or thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author
- Plot--the main events of a play, novel, movie, or similar work, devised and presented by the writer as an interrelated sequence of events; five basic elements: exposition, rising action, climax, falling action, resolution
- Point of View--perspective from which a story is told.
 - 1st person point of view: the narrator participating in the action and referring to himself/herself as "I".
 - 2nd person point of view: the "you" in directions, explanations or arguments (not frequently used).
 - 3rd person point of view: the narrator generally not a character in the story (although this is not always the case), and referring to the characters as "he" or "she" as the events are told.
 - Limited omniscient point of view: the narrator relating the inner thoughts and feelings of just one character.
 - Omniscient point of view: the narrator as all-knowing and relating the inner thoughts and feelings of all the characters
- Purpose--writing to explain or inform, to entertain, to describe, or to persuade
- Reasoning--A general rule: simply common sense rules that people accept as generally true, laws, scientific principles or studies, and thoughtfully argued definition

[DESE Glossary](#)

Unit 4: We Belong

Content Area: English	Course: 6th Grade ELA	Unit 4: We Belong
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<p>Unit 4: We Belong By the end of the unit, students will:</p> <ul style="list-style-type: none">• Be able to cite evidence while writing informative/explanatory text.• Effectively participate in collaborative discussions in order to extend their learning.• Produce clear and coherent informational/explanatory writing using grade-level craft structures.• Understand and analyze how authors develop literary elements in fiction and nonfiction (such as plot, characterization, conflict, theme, setting, figurative language).	<p>Unit Timeline:</p> <p>8 Weeks</p>
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DESIRED Results
<p>Transfer Goal: Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as cultural literate, collaborative members of society.</p>

Understandings – Students will understand that...

1. Workshop involves reading, writing, and working both independently and collaboratively. ([Unit 1 Workshop Anchor Charts](#))
2. A text's theme or central idea is conveyed through particular details both explicit and inferential.
3. A text's structure and features can contribute to the development of theme, setting, and plot in fiction, and ideas in informational literature.
4. A plot unfolds in series of episodes and that characters can change the plot as moves towards the resolution.
5. Words and phrases can have a figurative or connotative meaning that affect the meaning or tone of the writing based on context.
6. Writing examines a topic using a variety of structures (informative, narrative, argumentative).
7. Researchers gather information from multiple, credible sources while avoiding plagiarism.

<p>Essential Questions: Students will keep considering... How do cultures affect decision?</p>

Students will know/understand.....	Standard	Students Will Be Able to.....	Standard
Reading Literature		Reading Literature	
The definition of conclusion and inference; how to think beyond the text. Inferences need to be supported with evidence from the text.	RL1A	Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL1A
The definition of text structure and how particular sentences, chapters, scenes, stanzas, or text features which all contribute to the development of a text's ideas.	RL2A	Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.	RL2A
Reading a story, a play, or a poem has different effect than watching a story on video, watching a live performance, or listening to a poem being read.	RL3A	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation.	RL3A
The definition of genre and theme. The same theme can be presented through various genres.	RL3B	Compare and contrast texts in different genres that address similar themes or topics.	RL3B
The definition of plot and conflict. An individual can be affected by the historical context and cultural norms.	RL3C	Explain how plot and conflict reflect historical and/or cultural contexts.	RL3C
Readers use a multitude of strategies to comprehend various genres of fiction including stories, dramas, and poems. Readers choose different strategies for different types of text.	RL3D	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	RL3D
Reading Informational Text		Reading Informational Text	
The definition of conclusion and inference; how to think beyond the text. Inferences need to be supported with evidence from the text.	RI1A	Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI1A

<p>The definition of central/main idea; the purpose of citing textual evidence as supporting details.</p> <p>The definition of summary (paraphrasing using appropriate details devoid of opinion).</p>	R11D	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.	R11D
<p>Writers present events and ideas differently. For example, writing can take the form of a memoir or a biography. Readers pay attention to the similarities and differences in how events and ideas are presented.</p>	R13B	<p>Compare and contrast one author’s presentation of events with that of another.</p>	R13B
<p>Historical context and cultural norms are reflected in nonfiction texts.</p>	R13C	Explain how the text reflects historical and/or cultural contexts.	R13C
<p>Readers use a multitude of strategies to comprehend various literary nonfiction texts. Readers choose different strategies for different types of text.</p>	R13D	Read and comprehend informational text independently and proficiently.	R13D
<p>Writing</p>		<p>Writing</p>	
<p>The definitions of credibility, plagiarism, and bibliography, and what it means to quote or paraphrase rather than copy.</p> <p>Information collected from print and digital sources must be assessed for credibility; information must be recorded and cited.</p>	W1A	<p>Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.</p> <p>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.</p>	W1A
<p>C. Writers use argumentative writing to communicate a position or claim.</p> <p>a. Writers support their claim/position with clear reasons and relevant evidence (in the form of specific details, facts, quotes, or other information from sources).</p> <p>b. Writers introduce their claim/position and organize it clearly with an effective beginning, middle, and end.</p> <p>c. Writers use credible sources.</p> <p>d. Writers use transitions to connect and clarify ideas.</p> <p>e. Writers use an effective ending to conclude the text.</p>	W2A	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.</p> <p>A. Narrative</p> <p>B. Expository</p> <p>C. Argumentative</p>	W2A

<p>B. Writers use informative/explanatory text to communicate ideas by selecting, organizing, and analyzing applicable content.</p> <p>a. Writers use various types of organizational structures (definition, classification, compare/contrast and cause/effect) to introduce their ideas.</p> <p>Writers use appropriate text features to help their audience understand their ideas.</p> <p>b. Writers use one strong, controlling idea and support that idea with specific details, reasons, facts, quotes, or other information from sources.</p> <p>c. Writers use transitions to connect and clarify ideas.</p> <p>d. Writers use appropriate and specific word choices to communicate ideas.</p> <p>e. Writers use an effective ending to conclude the text.</p>	W2AB	B. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.	W2AB
<p>Writers develop and strengthen their writing by revising, editing, rewriting.</p> <p>Writers know and use specific traits to produce clear, cohesive writing. These traits include ideas and content, organization, sentence fluency, word choice, voice, and conventions.</p> <p>Writers use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>Technology and the Internet offer a variety of ways to produce and publish writing, as well as collaborate with others. Keyboarding skills are necessary to use technology.</p>	W3A	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>A. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.</p> <p>B. Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.</p> <p>C. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>D. Use transitions to clarify relationships and connect ideas, claims and signal time shifts.</p> <p>E. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	W3A
Speaking and Listening		Speaking and Listening	
The definition of argument and claims; making comments helps contribute to collegial discussions.	SL1B	Delineate a speaker’s argument and claims in order to pose and respond to specific questions with	SL1B

		elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
Speakers position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.	SL2B	Position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.	SL2B
		Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. a. Apply existing knowledge to generate new ideas, products, or processes. b. Create original works as a means of personal or group expression.	ISTE-S 1
		Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.	ISTE-S 2

Unit 4: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standard:</u>	<u>Unit 4 Performance Assessment:</u> <u>Description of Assessment Performance Task(s):</u>	<u>Rigor/Relevance</u>
2,3,5	W2B ISTE 2, 6	There will not be a performance task for 4th quarter. Students will be working on building writing samples into their digital portfolios.	D 21st Century Critical Thinking

Unit 4: Sample Learning Plan

SAMPLE LEARNING PLAN

Pre-Assessment: Use an excerpt from *Seedfolks* (Marciella’s Chapter), to analyze for the author’s development of the character, symbols, and theme.

CR Question: How has the author used Marciella’s character, figurative language, or symbols to teach us a lesson? What do we learn from this chapter?

<u>Understanding</u>	<u>Standard:</u>	<u>Major Learning Activities:</u> Unit 4 Anchor Charts (Living Document--please upload a picture of your anchor charts)	<u>Instructional Strategy:</u>	<u>Rigor/Relevance 21st Century</u>
1, 2, 3, 5 ,6, 10	RL1A RL2B RL2C RL3C W2AB W3A	<p>On-Going: Reading Journals: (to be done in notebook or blog format) Journals will be used weekly to reinforce skills taught throughout the unit AND to brainstorm ideas related to literature they read and write.</p> <p>Students will connect their independent reading book to the skills in order to craft entries in their journal. Students may share with peers or teacher for feedback. Another possible sharing tool for students’ reading is Pen Pals Who WRITE or Pen Pals Schools, where students can connect with global students who have read the same book they have an discuss it via writing.</p> <p>Below are some suggested activities for reading journal entries:</p> <ol style="list-style-type: none"> 1. Plot: Describe an interaction between two characters and how it impacted the story. Choose a character from your story, and explain how your character changes over time. 2. Point of View: Students will rewrite the exposition to their independent reading novel with a different point of view or alternating. Students with novels containing multiple points of view may analyze the author’s choice. 3. Summaries: Taking on the role of a character in your book, write a summary of important events which have impacted the plot in the form of a journal entry. 	<p>Cues & Questions</p> <p>Providing Practice & Assigning Homework</p> <p>Feedback</p>	<p>C</p> <p>Critical Thinking</p> <p>Communication</p> <p>Collaboration</p> <p>Creativity</p>

		<p>4. Culture: How does the author develop the character's cultural identity? What is the affect the cultural has on the character's decisions and actions? Does the culture create conflicts in the story and how do those conflicts affect the plot? Is the character's culture in conflict with the setting?</p> <p>5. Compare and Contrast: Compare the culture of your independent novel to the culture of the mentor text or book club novel.</p> <p>6. Theme: What themes seem to carry across cultures between your novel and other pieces that have been read in class?</p> <p>7. Authentic Audience: Students may workshop any of the journal writing pieces to share on Google+ Connected Classrooms Workshop where teachers can connect with another class globally to have students correspond about a topic.</p>		
<p>1, 2, 3, 4, 5, 6, 7</p>	<p>RL3D</p>	<p>Independent Reading: Students should be reading at least four to six independent reading books per quarter. The expectation is that students will be journaling on a regular basis using the independent novel at that time. This is not to imply there are lessons to be taught for every independent reading book. Modeling Independent Reading The link will give you background information on independent reading. Teacher will conference with students to help monitor goals and progress. The students should be working on comprehension skills being taught during whole class lessons and deeper analysis of the text.</p> <ul style="list-style-type: none"> ● Assessment in Reader's Workshop ● <u>Status of the class:</u> After reading independently, students will update their status of the class page in their reading journal or process aloud with a partner. <ul style="list-style-type: none"> ● <u>Weekly Reading Log:</u> Students can set their own reading goals ● <u>Books I Plan to Read List:</u> Students will update their list of books they would like to read throughout the year. These titles can come from peer recommendations during the status of the class talks, book talks, or other suggestions. ● <u>Tweeting to Authors:</u> When students finish a book throughout the year, they may connect to the author by tweeting them a question or comment about the book. Teachers will need to set up a Twitter account to be able to tweet. See the following examples of tweets and 	<p>Feedback</p> <p>Setting Objectives</p> <p>Reinforcing Effort and Providing Recognition</p>	<p>C</p> <p>Critical Thinking</p> <p>Collaboration</p> <p>Communication</p> <p>Creativity</p>

		<p>responses from authors Tweet Example 1 Tweet Example 2</p> <ul style="list-style-type: none"> • Quarterly Reading Projects: This is one way to encourage and assess independent reading that is based on the Menu of Options. Here is a 4th Quarter example (and an editable copy) with some suggested handouts and alternate options. • Book Talks: In an effort to expose your students to a variety of titles, book talks should be done at least weekly. This can be done by the classroom teacher, students or library media specialist. Pre-AP students will be expected to do at least one book talk a quarter but have the option to do more. As the year progresses, requirements and expectations will grow to include: multiple literary elements, text evidence, and technology (e.g. Google Slides, Prezi, or PowToon). Here is an example Book Talk Assignment and Rubric from semester one, but ideally by semester two students are including more literary elements. • Book Extension: Students find a poem that connects thematically with their book. They can explain the connection in a book talk, as an informal journal activity, or in a more formal piece of writing that uses in-text citations as evidence. 		
3, 5, 8, 11	SI1B	<p>Advance Organizer: Teachers choose a video or audio speech such as a TED-Talk where students will identify the themes from the speakers and supporting details that contribute to the theme. Connect it to the essential question about how culture affects our decision-making. https://www.ted.com/topics/culture</p>	<p>Reinforcing Effort & Providing Recognition</p> <p>Advance Organizer</p>	<p>B</p> <p>Communication</p> <p>Critical Thinking</p>
1, 3, 7	RL1A RL2A RL2C W2AB W3AB	<p>Savoring Powerful Language:</p> <p>Teach a Mini-Lesson about “savoring” or marinating ourselves in and wondering about the language used in an excellent text.</p> <p>Read a mentor text with strong voice, such as the prologue of <i>Maniac McGee</i>; do a think-aloud about the way that the language strikes us. Students will use independent time to look for powerful passages with great language in</p>	<p>Feedback</p> <p>Advance Organizers & Frontloading</p> <p>Providing Practice</p>	<p>C</p> <p>Creativity</p> <p>Critical Thinking</p> <p>Collaboration</p>

		<p>their books, share with classmates, and explain what makes the language special, beautiful, or powerful? Groups can choose one example to share with the class and may post electronically on Google Classroom or Padlet. See Mini-Lessons for Literature Circles (page 190-192)</p> <p>Journal option: revise a journal entry to include more powerful language, or create a journal subsection/online blog/chart paper for Powerful Passages for ongoing contributions. Explain/analyze the author’s particular word choices and their meanings.</p>		Communication
1, 3, 7	RL1A RL2C	<p>Vivid Verbs:</p> <p>Teach a Mini-Lesson: use a mentor text such as <i>The Chocolate War</i> by Robert Cormier or any book club novel excerpt for Unit 4 with vivid verbs. Read aloud, then distribute copies for kids to annotate and find strong verbs that show movement and create a strong mental picture of the action.</p> <p>Share with small groups; then, have students act out the verbs in small groups (use a cooperative learning strategy to have kids record how the verbs strengthen the writing). Students then discuss how well-chosen verbs create a very specific picture that helps tell a better story. Students can look for 2-3 strong verbs with sticky notes in their own books. See <i>Mini-Lessons for Literature Circles</i> (pages 193-197) for more resources.</p> <p>Journal option: revise an entry in your journal or a previously published piece of writing for vivid verbs.</p>	Providing Practice Feedback Cooperative Learning	C Creativity Critical Thinking
1, 3, 6, 11	RL1A RL2A W2AB	<p>Characterization:</p> <p>Objective: We will understand the ways authors develop characters</p> <p>Teach a Mini-Lesson: students journal ideas about how authors create a character; teacher reads a few mentor text examples of characterization techniques, such as <i>The Silver Kiss</i>, <i>Martyn Pig</i>, and <i>Rocket Boys</i>. Discuss after each what has been revealed about character and how that affects the</p>	Feedback Providing Practice Cues & Questions	C Critical Thinking Communication Collaboration

		<p>reader’s feelings. Also have students consider the reliability of the character--one character might not necessarily be giving completely accurate information about another since that information is always colored by perception.</p> <p>In Book Clubs or small groups, students will discuss what makes characters “tick” and how they influence each other’s actions. Students will journal about the way characters’ traits and motivations are revealed in their book (this is especially useful to do over time and revisit as students read on), and how that connects with and develops the theme of the book. See <i>Mini-Lessons for Literature Circles</i> (pages 210-217) for more resources.</p> <p>Writing Prompt for Constructed Response/Performance Task practice: Explain how the characterization develops the theme of your Book Club book.</p>		
1, 2, 3, 4, 5, 6, 7, 11	RL1A RL2A RL2C RL3C W2AB W3A	<p>Book Club Choices: “We Belong” These activities are based on the standards taught in each unit. Students are given choices to demonstrate understanding of the standards taught using their Book Club books. See options in Unit Resources.</p> <p>Culture: Prior to choosing a book, discuss with students the idea of culture and how an author might use culture in their writing.</p> <p>How is culture depicted in literature? How does it contribute to or develop theme?</p> <p>I Am Me Activity has a lesson on defining culture and create a Name Origins poster. Students can use an online poster making program to create their poster.</p> <ul style="list-style-type: none"> ■ What to expect with book groups example ■ Task Menu <p>Close Reading: Choose a passage from the in-class novel to have students annotate, looking for places that culture plays a role, or where a specific character or passage contributes to the theme.</p>	Setting Objectives Advanced Organizers & Frontloading Identifying Similarities & Differences Providing Practice Feedback	C Critical Thinking Collaboration Communication

		<p>Writing Constructed Response (short literary analysis): Using the book club novel, model for students how to use direct quotes from the novel as evidence to support their answers. Sample questions to asks as students are reading the novel: How has the character had to adapt to a new setting based on culture? What conflict arise in the novel because of differences in culture? How does the author use word choice to develop a theme?</p> <p>Additional Lessons: Teacher selected short stories or poems should be used to practice closing reading, the use of direct quotes, and how to thoroughly analyze and explain the text examples in writing.</p> <p>As a culminating activity after reading their book club book, they could read an example review from LitPick and write their own on their own book. They will need to create an account to access the reviews and write their own.</p> <p><u>Possible Selections:</u> Book Club books Independent Books Book Talks “ The Cremation of Sam McGee” “Becky and The Wheel Brakes Boy” From the Prentice Hall Literature Cooper Poems such as “Legacies”, “The Fish”, and “On Turning Ten”</p>		
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1, 10	W3AC	<p>Mentor Sentences: Using Jeff Anderson model for the teaching of language conventions, refer to his Mechanically Inclined book. For more information about using mentor sentences, student examples, and suggested texts click on these resources below.</p> <p>Mentor Sentences Resources Helpful Ideas for Teaching Grammar in Workshop.</p> <p>See also example of mentor sentences and Shopping Cart (generic shopping list)</p> <p>Throughout the year, teachers should be addressing the following skills using mentor sentences. Below are sample activities. Teachers will need to create their own lessons after using these for the remainder of the year.</p> <ul style="list-style-type: none"> • Parentheses: Use this link for a sample Weekly Everyday Editing for parenthesis <p>For more information about using mentor sentences, student examples, and suggested texts click this link.</p> <p>Throughout the year, teachers should be addressing the following skills using mentor sentences. Below are sample activities. Teachers will need to create their own lessons after using these for the remainder of the year.</p> <ul style="list-style-type: none"> • Pronouns: Use this link for suggested Jeff Anderson lessons. 	<p>Providing Practice & Assigning Homework</p> <p>Cues & Questions</p>	<p>A</p> <p>Communication</p>
1, 3, 7	<p>RL1A RL1B RL2A RL2C W2AB</p>	<p>Figurative Language</p> <p>Pre-assessment: Students will complete the literary devices pre-assessment prior to the start of this unit. Introduce the types of figurative language and sound devices using a note-taking strategy. Video Literary Devices in Pop Culture (Words to Know: simile, metaphor, hyperbole, onomatopoeia, and alliteration) (teachers can choose other videos as well)</p> <p>Objective: We will be able to identify and explain examples of figurative language in a text.</p> <p>Teach a Mini-Lesson on identifying and explaining the meaning of the figurative language, focusing on these guiding questions: Why did the author choose to include this or draw attention to this? How does it connect to the rest of the work/the other literary elements (conflict, characterization, mood, theme,</p>	<p>Advance Organizers, Frontloading</p> <p>Note-Taking</p> <p>Feedback</p> <p>Providing Practice</p>	<p>C</p> <p>Creativity</p> <p>Communication</p> <p>Critical Thinking</p>

		<p>etc.)</p> <p>A mentor text from Seedfolks can be used for this lesson</p> <p>Journal options:</p> <ul style="list-style-type: none"> ● Identify a strong example of figurative language in your independent book. Post it to Padlet and label the type. ● How does figurative language develop the theme in this text? ● Write a (simile/metaphor) to compare your current age to a food, weather, object in nature, object you can hold in your hand, color, etc. ● Personify an object in your backpack: if your (pencil, etc.) was a person, what job would it have? What would it wear? How would it move around? <p>Poetry/Figurative Language Resources: <i>The Fish</i> by Elizabeth Bishop Notebook Presentation and Student Copy <i>Museum</i> by Wislawa Szymborska see Museum Showdown <i>The Cremation of Sam McGee</i> by Robert Service <i>Everything, Everything</i> by Nicola Yoon (use excerpt as Mentor Text)</p>		
1, 3, 5, 7	RL1A RL1D SL2C SL1B	<p>Theme:</p> <p>Objective: We will understand how theme is developed in a text</p> <p>A. Introduce the idea of theme. This can be done non-linguistically in the following ways:</p> <ol style="list-style-type: none"> 1. Students find a common theme among a collection of pictures (for example, this Notebook presentation has pictures of individuals taking risks/standing up for good). 2. Use an animated short film.. Students can view, Alma, for example, and determine a possible theme. Students can view other short, animated films and share their ideas about each’s film’s theme on a 	<p>Setting Objectives</p> <p>Advance Organizers & Frontloading</p> <p>Non-Linguistic Representations</p> <p>Cues &</p>	<p>D</p> <p>Collaboration</p> <p>Creativity</p> <p>Communication</p> <p>Critical Thinking</p>

		<p>Padlet.com</p> <p>B. Students will then read a short piece and write a constructed response using details from the text to support the theme. For example, <i>On Turning Ten</i> by Billy Collins is a poem with a “coming of age” theme. After reading it as a class or in small groups, the teacher will pose the question, “What is the theme in this poem? What is the author’s message? What is he trying to convey to the reader?” Students can brainstorm their ideas together and present to the class on whiteboards or sentence strips. The teacher will then lead a class discussion identifying the theme of the poem. Once students have come to an agreed upon theme, they can complete a theme vocabulary page in their content vocabulary journal.</p> <p>*Extension Activity with Independent Reading Novel: Students will then select photos or objects that would represent the theme of their independent reading novel. They can use a multimedia slideshow presentation (imovie, animoto, etc.) to present the theme to the class. Based on the presentation, students will determine on their own the theme of the pictures prior to the student revealing the theme. Presentation might include 3 book titles for the students to guess which book the student is representing.</p> <p>C. Reflection: Because this unit circles back to many of the concepts and skills taught in unit 1, we will reflect on our performance task (personal narrative) from unit 1. To prepare for the performance task in unit 4, students will read their own unit 1 writing to see if they included everything necessary to develop the theme of their life. Students may use a tool such as a PMI (Plus, Minus, Interesting) Chart, take notes using sticky notes, compose a journal entry, re-score themselves on the rubric, or even rewrite a section of the narrative. This self-created feedback should inform their writing on students’ final performance task.</p>	<p>Questions</p> <p>Providing Feedback</p>	
<p>5, 7, 10, 11</p>	<p>RI2C W2B</p>	<p>Connected Nonfiction Reading/Extension Activity:</p> <p>Article: Photographer Reveals Kids’ Kingdoms: Their Bedrooms</p> <p>This article can be used to show use of punctuation (conventions) and figurative language. There are also constructed response possibilities:</p>	<p>Cues & Questions</p> <p>Identifying Similarities & Differences</p>	<p>B</p> <p>Creativity</p> <p>Critical Thinking</p>

		<p>CR: What does your bedroom say about you? How does this space reflect what's important to you? How have you made it your own "personal kingdom"?</p> <p>CR: Discuss the author's use of conventions in the article Photographer Reveals Kids' Kingdoms: Their Bedrooms</p> <p>CR: Pick one item from your room, and explain how it shows your personality or your identity.</p> <p>Write figurative language to describe your own room.</p> <p>Additional Links and Activities:</p> <p>Photos from the book Photographer Reveals Kids' Kingdoms: Their Bedrooms</p> <p>Interview a family member about their childhood bedroom sample writing and score guide</p> <p>"Kids' Kingdoms" Synonym Activity</p> <p>"Kids Kingdoms" Vocabulary Building</p> <p><i>Where Children Sleep</i> photobook by James Mollison</p>	<p>Summarizing & Note Taking</p> <p>Non-Linguistic Representations</p>	
1, 6	RL3A RL3C	<p>Compare/Contrast Pre-Assessment/Formative Assessment: Themes in Fables</p> <p>Teacher may choose which questions to use for a pre-assessment and which to use for a Formative Assessment.</p> <p>Compare and Contrast Comparing Different Versions of Fairy Tales</p> <p>A. Students will compare/contrast two versions of Cinderella. (Common versions include The Egyptian Cinderella, The Rough Faced Girl (Algonquin Indian), Yeh-Shen (Chinese), The Korean Cinderella, Mufaro's Beautiful Daughters (Zimbabwe), and The Persian Cinderella. See http://craftymomsshare.blogspot.com/p/fairy-tales-from-different-cultures.html</p> <p>B. Using a graphic organizer such as a Stop-N-Think, students will view a video version of a Cinderella tale then read the same story by a different source. For example, students will watch the Egyptian version "The Girl with the Rose-Red Slippers" https://www.youtube.com/watch?v=SfnVz_uF0DU then read "The Egyptian Cinderella" found in our supplemental text</p>	<p>Identify Similarities & Differences</p> <p>Advance Organizers</p>	<p>A</p> <p>Creativity</p> <p>Critical Thinking</p>

		<p>“Connected Readings in Social Studies” and compare how the experience of watching it differs from reading it.</p> <p>Roald Dahl poem Cinderella video of Roald Dahl Cinderella poem NYTimes article about a princess culture created for girls</p>		
2, 3, 4, 5, 7, 11	RL1A RL1B RL2A RL2C SL1B	<p>Socratic Seminar</p> <p>Objective: We will understand how writers use literary devices to create a narrative</p> <p>Hold an Inside/Outside Circle Socratic Seminar discussion of how authors develop mood through particular details/word choice.</p> <p>Prepare students for discussion by giving them a photocopy of a chapter of a book with strong mood development, or alternately you may give them two chapters of different books to contrast (for example, the first chapter of <i>Swindle</i> creates light-hearted mood with the characters’ playful banter even in a potentially threatening situation, while the first chapter of <i>Death Cloud</i> is much heavier and ominous based on the grim descriptions of the setting and disease). Ask students to annotate for specific words and passages that contribute to the mood, and to develop questions about the author’s choices that they could pose to the group.</p> <p>During the Socratic Seminar discussion, follow the Inside/Outside circle format (or select a different discussion format) to facilitate a class discussion about how the author’s word choice develops the mood in the text(s). Use the accountability tool below to support the students’ discussion.</p> <p>Resource: Lit Circle Discussion Guide</p>	<p>Cooperative Learning</p> <p>Advance Organizers</p> <p>Identifying Similarities & Differences</p> <p>Summarizing & Note Taking</p> <p>Cues & Questions</p>	<p>D</p> <p>Critical Thinking</p> <p>Communication</p>

Unit 4: Resources

UNIT RESOURCES
<p>Teacher Resources:</p> <ul style="list-style-type: none"> • Literary Analysis Sample: <i>Theme in Charlotte’s Web</i> http://www.timeforkids.com/files/homework_helper/aplus_papers/LiteraryEssaySampler.pdf • Creating Critical Classrooms: Reading and Writing with an Edge • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • <i>House on Mango Street</i> by Sandra Cisneros (use excerpts)

- *Everything, Everything* by Nicola Yoon (use excerpts)
- *Seedfolks* by Paul Fleischman

Book Club Choice Suggestions for Pre AP 6th Grade:

- *Under the Blood Red Sun* Grahman Salisbury
- *Dragonwings* by Laurence Yep
- *I am Malala* by Malala Yousafszai
- *Boy on the Wooden Box* by Leon Leyson
- *Lupita Manana* by Patricia Beatty Salvador
- *Thin Wood Walls* by David Patneaude
- *Children of the River* Linda Crew
- *Alabama Moon* by Watt Key
- *Chains* by Laurie Halse Anderson
- *Bound* by Donna Jo Napoli
- *Carpe Diem* by Autumn Cornwell
- *Silhouetted by the Blue* by Traci L. Jones
- *Lions of Little Rock* by Kristin Levine
- *Inside Out and Back Again* by Thanhha Lai
- *A Girl Named Disaster* by Nancy Farmer
- *A Long Walk to Water* by Linda Sue Park
- *Funny in Farsi* by Firoozeh Dumas
- *Mara Daughter of the Nile* by Eloise Jarvis McGraw
- *Let the Circle Be Unbroken* by Mildred D. Taylor

Book Club Task Menus for any unit

[Unit 1 Example](#)

[Unit 2 Example](#)

[Unit 3 Example](#)

[Unit 4 Example](#)

[Google Folder of Examples](#)

Vocabulary:

- Annotating--an active reading strategy which promotes critical thinking; marking the text and recording such things as literary devices and elements, questions, key words, etc.
- Author's purpose--author's intent or reason for writing: to explain/inform, to entertain, to persuade or author's intent as demonstrated

by the passage

- Bias--a particular tendency, trend, inclination, feeling, or opinion, especially one that is preconceived or unreasoned
- Claim--an opinion or argument
- Compare--to tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities
- Contrast--to explain how things are different
- Conventions—a rule or practice based on general consensus; rules apply to capitalization, punctuation, spelling, grammar and usage
- Evidence--facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.
- Figurative meaning--not the literal meaning of a word or phrase; examples include idiom, metaphor, simile, personification, hyperbole etc.
- Genre--categories used to classify literature (i.e. fiction, nonfiction, poetry, drama); categories used to classify writing (narrative, descriptive, expository, persuasive)
- Hyperbole--literary technique in which exaggeration is used to convey meaning
- Imagery--language that appeals to the five senses: touch, taste, sound, smell, and sight; sensory language
- Informational text—text designed to convey facts; may employ techniques such as lists, graphs, and charts
- Informative/explanatory—type of writing which conveys information accurately or which explains a concept or situation
- Theme—the abstract concepts explored in a literary work; underlying or implicit meaning, concept, or message in a text.
- Metaphor--literary technique that makes a direct comparison between unlike things; a comparison that does not use the connective words “like” or “as”
- Onomatopoeia--sound device in which the word echoes or suggests its meaning, so that sound and sense are reinforced

- Personification--literary technique in which a non-living or non-human thing is endowed with human senses, characteristics, qualities
- Plot—the main events of a play, novel, movie or similar work, devised and presented by the writer as an interrelated sequence of events; five basic elements: exposition, rising action, climax, falling action, and resolution
- Point of View--perspective from which a story is told.
 - 1st person point of view: the narrator participating in the action and referring to himself/herself as “I”.
 - 2nd person point of view: the “you” in directions, explanations or arguments (not frequently used).
 - 3rd person point of view: the narrator generally not a character in the story (although this is not always the case), and referring to the characters as “he” or “she” as the events are told.
 - Limited omniscient point of view: the narrator relating the inner thoughts and feelings of just one character.
 - Omniscient point of view: the narrator as all-knowing and relating the inner thoughts and feelings of all the characters
- Pronoun case--pronouns may be used as subjects, objects, or possessives
- Simile--literary technique in which two unlike things are compared, using the words “like” or “as”
- Stanza--division of a poem consisting of a series of lines arranged together
- Summary--shortened version of the original; (Main purpose of a summary is to highlight the major points from a text/passage, a film, or an event.)
- Theme—the abstract concepts explored in a literary work; underlying or implicit meaning, concept, or message in a text

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