# Lowndes County
## P U B L I C  S C H O O L S

# 6th Grade English Language Arts
# Curriculum Guide

[The 2021 Alabama Course of Study: English Language Arts](#) provides the framework for the K-12 study of English Language Arts in Alabama's public schools. Content standards in this document are minimum and required, fundamental and specific, but not exhaustive. The standards set high expectations for student learning in all grades by requiring more attention to foundational reading, explicitly teaching comprehension skills for all text genres, and encouraging the development of advanced reading through increasing levels of complexity in literary and informational texts.

**Here are definitions to help understand this curriculum guide:**

- **Units of Study:** A series of lessons, experiences, and assessments aligned to standards that may last two to six weeks.
- **Priority Standards:** These are the standards students must know and be able to do to be prepared for the next grade level or course.
- **Supporting Standards:** These standards support, connect to, or enhance priority standards.
- **Knowledge:** What students should know related to the standard.
- **Skills:** What students should be able to do related to the standard.
- **Bloom's Taxonomy:** This hierarchy helps describe the complexity and requirements of a standard.
- **Quad:** This framework has four parts that help determine the rigor and relevance of a standard: Acquisition, Application, Assimilation, Adaptation.
- **ACT:** This refers to ACT standards alignment.
- **Key Understandings:** Essential ideas students need to understand about the standard.
- **Key Vocabulary:** Keywords that should be taught to ensure understanding of the standard.
- **Formative Assessment:** Frequent and ongoing checks for understanding teachers can use throughout the unit.
- **Summative Assessment:** How students will be assessed at the end of a unit to demonstrate their level of mastery of the standards.
- **Activities & Resources:** Specific examples, lessons, and/or resources that may be used to support implementation of the standard.
- **RTI:** Response to Intervention - additional supports/resources teachers can use for students who need them.
- **Extensions:** Additional activities and resources to extend the learning experience, especially for accelerated students.

| 6th Grade Curriculum At A Glance (Reading) - Pacing Calendar | | | | | Identified Skills/Standards | I-Ready Standards for Mastery Test | Teacher Resources |
|---|---|---|---|---|---|---|---|
| Quarter | # Week | Unit Name | Priority Standards | Supporting Standards | IReady Resources/Skills | Pre/Post Test | |
| 1 | 1 | Prerequisite Skills | 5.1 | 5.2, 5.3 | Working with Words (iReady, Early 2nd) | Pretest: Week 1/2 | Words to Write, Savvas, iReady |
| 1 | 2 | Prerequisite Skills | 5.1, 5.3 | 5.2, 6.25 | Working with Words (iReady, Mid 2nd) | | Savvas, iReady |
| 1 | 3 | Prerequisite Skills | 2.10 | R2.2, R2.3, 2.3, 2.9 | Determine Word Meanings Using Context Clues (iReady, Early 5th) | | Savvas, iReady |
| 1 | 4 | Prerequisite Skills | 2.10 | 2.3, 2.9 | Determine the Meanings of Related Words in a Word Family (iReady, Late 5th) | Post Test | Savvas, iReady |
| 1 | 4 | Central and Supporting Ideas | 6.1 | 6.5, 6.7, 6.7b, 6.17 | Identifying the Central Idea / Analyzing Plot Development (iReady, Early 6th) | Bi-weekly Test | Savvas, iReady |
| 2 | 4 | Informational Text | 6.2 | 6.7, 6.7c, 6.20, 6.24 | Supporting Inferences: Informational Text (iReady, Early 6th) | Bi-weekly Test | Savvas, iReady |
| 2 | 4 | Literary Elements | 6.3 | 6.7, 6.7a, 6.17, 6.25 | Identifying Replaced Words in Literary Texts/ Supporting Inferences in Literary Texts (iReady, Early 6th) | Bi-weekly Test | Savvas, iReady |
| 3 | 4 | Figurative Language | 6.4 | 6.6, 6.7, 6.7a | Analyzing Character Development/ Identifying Word Meanings (iReady, Mid 6th) | Bi-weekly Test | Savvas, iReady |
| 3 | 2 | Central and Supporting Ideas | 6.1 | 6.5, 6.7, 6.17 | Describe Literary Devices | Weekly Test | Savvas, iReady |
| 3 | 2 | Informational Text | 6.2 | 6.5, 6.7, 6.7c, 6.17 | Analyzing Problem & Solution (Mid 6th) | Weekly Test | Savvas, iReady |
| 4 | 3 | Literary Elements | 6.3 | 6.7, 6.7b, 6.17 | Comparing Stories and Poems (Late 6th) | Weekly Test | Savvas, iReady |
| 4 | 3 | Figurative Language | 6.4 | 6.6, 6.7 | Comparing and Contrasting Story Genres (Late 6th) | Weekly Test | Savvas, iReady |

| UNIT 1: [Prerequisites] | DURATION: [1st Nine Week - Weeks 1-4] |
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### CONTENT STANDARDS

| PRIORITY STANDARDS | SUPPORTING STANDARDS |
|---|---|
| ● 5th Grade I-Ready Posttest | ● Decode multisyllabic words<br>● Decode five-syllable words and less common three- and four syllable words.<br>● Standard identify syllable sounds<br>● Identify syllable sounds in multisyllabic words.<br>● Identify syllable sounds.<br>● Identify syllable sounds in multisyllabic words.<br>● Quote, paraphrase, and summarize information from sources and present findings,<br>● Following an appropriate citation style, with guidance and support.<br>● Example: MLA, APA |

| KNOWLEDGE (students need to know): | SKILLS (students need to be able to do): | BLOOM'S TAXONOMY | QUAD | ACT |
|---|---|---|---|---|
| Apply phonics and word analysis skills to encode | Decode multisyllabic words<br><br>Decode five-syllable words and less common three- and four-syllable words.<br><br>Identify syllable sounds.<br><br>Identify syllable sounds in multisyllabic words. | Application Analysis | A,B | n/a |
| Apply phonics and word analysis skills to decode | Decode multisyllabic words.<br><br>Decode five-syllable words and less common three- and four-syllable words.<br><br>Identify syllable sounds.<br><br>Identify syllable sounds in multisyllabic words. | Application Analysis | A,B | n/a |

| | | | | |
|---|---|---|---|---|
| Knowledge of letter-sound correspondences, appropriate blending, syllabication patterns, morphology, and word attack skills to read unfamiliar multisyllabic | Knowledge of letter-sound correspondences<br><br>Knowledge of appropriate blending<br><br>Knowledge of syllabication patterns<br><br>Knowledge of morphology<br><br>Develop a word attack skills to read unfamiliar multisyllabic | Application<br>Analysis<br>Synthesis | A,B,C | n/a |
| Writing:<br><br>Writing process to plan, draft, revise, edit, and publish writings in various genres.<br><br>Write five complete sentences using the ACAP Writing Rubric | Write a complete sentence.<br><br>Week 1<br>Complete A Rough Draft<br><br>Week 2<br>Publish Product | Application<br>Analysis | B,C | n/a |

## KEY COMPONENTS

**LEARNING TARGETS (incremental learning target by week)**
- Apply phonics and word analysis skills to encode
- Apply phonics and word analysis skills to decode
- Decode Multisyllabic words

   **Writing Learning Targets**

- Understanding the Writing Process (Components)
- Understanding / Prioritize ACAP Writing Rubric - Narrative
- Write a five sentence paragraph
- Identify and Label Morphology in Words

**KEY VOCABULARY**
- Multisyllabic Words
- syllable sounds
- Decode
- Encode
- Paragraph
- Syllabication patterns
- Writing Rubric
- Morphology
- Blending
- Phonics
- ACAP - What is the ACAP?

**ESSENTIAL QUESTION(S)**
- How to apply phonics and word analysis skills to encoding and decoding?
- What are Multisyllabic words?
- What is Morphology? Give 2 Examples.
- Name 5 ways to use a writing rubric.

**PRIOR KNOWLEDGE**
- 3rd, 4th and 5th ELA Grade Standards

- iReady PreTest of Prosperity and Supporting Standards use the Standards Mastery Test - Form A

| FORMATIVE ASSESSMENT | SUMMATIVE ASSESSMENT | | | |
|---|---|---|---|---|
| Oral Lesson<br>Exit Slips<br>Writing Activity<br>Quizlet<br>Entrance Slips<br>Observation<br>Participation | Pre-Test iReady<br>Standards Mastery<br>Post Test i-Ready<br>Standards Mastery<br>Unit Assessment<br>Bi-Weekly Exam | | | |

## ACTIVITIES & RESOURCES

Read 180
Nearpod
Quizizz
Quizlet
Gimkit
Edpuzzle
NewELA
Commonlit
Wordwall
Boom Cards
Wordly Wise
Readworks
Savvas
iReady

| RTI | EXTENSION OPPORTUNITIES |
|---|---|
| Extended time<br>Reduced Questions<br>Peer Helpers<br>Fewer answer choices<br>Small Group<br>Reteach | Board Games<br>Group Activities<br>Small groups<br>Student-led activities |

| UNIT 1: [Central and Supporting Ideas] | DURATION: [1st Nine week - week 5-8 weeks ] |
|---|---|

**CONTENT STANDARDS**

**PRIORITY STANDARD**
- 1. Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.

**SUPPORTING STANDARDS**
Writing
- **7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.**
  **B.  Write informative or explanatory texts with an organized structure and formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meaning.**

Language
- **17.  Assess a speaker's organizational choices to determine point of view, purpose, and effectiveness.**

Listening
- **5.  Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker's rhetorical choices regarding point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings.**

| KNOWLEDGE (students need to know): | SKILLS (students need to be able to do): | BLOOM'S TAXONOMY | QUAD | ACT |
|---|---|---|---|---|
| **Author's rhetorical choices** | Students need to be able to identify and categorize an author's purpose. | Knowledge Analysis | A,B,C | n/a |
| **Point of view** | Students need to be able to identify point of view and explain how the point of view helps develop the central idea | Knowledge Comprehension | A,B | n/a |
| **Purpose** | Students need to be able to identify the author's purpose for writing the text | Knowledge Comprehension | A,B | n/a |
| **Anecdotes** | Students need to be able to identify and cite anecdotes | Knowledge Application | A,B | n/a |

| Figurative | Students need to be able to recognize figurative language and connect it to the central idea | Knowledge Application | A,B | n/a |
|---|---|---|---|---|
| Connotative | Students need to be able to recognize and explain connotative language | Knowledge Application | A,B | n/a |
| Technical word meanings | Students need to be able to state technical word meanings and compare them to the figurative word meanings | Knowledge Application | A,B | n/a |
| Central Idea | Students need to be able to identify the central or main idea of a text | Knowledge Application | A,B | n/a |

| KEY COMPONENTS |
|---|

**LEARNING TARGETS (incremental learning target by week)**

- Engage in reading to comprehend texts.
- Identify the characteristics of central and supporting ideas.
- Identify a central idea and supporting ideas of a text.
- Define different types of rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings.
- Review and practice how to identify an author's point of view and author's purpose in a text, using clues from the text.
- Review and practice using context to determine anecdotes, figurative, connotative, and technical word meanings.
- Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, that are used to develop central and supporting ideas.

**KEY VOCABULARY**
- central idea
- supporting idea
- rhetorical choice
- point of view
- Purpose
- Anecdote
- figurative word meaning
- connotative word meaning
- technical word meaning

**ESSENTIAL QUESTION(S)**
- What is a central idea? What is a supporting idea? How are central and supporting ideas different?
- What are rhetorical choices? What is point of view? What is purpose? What is an anecdote? What is the difference between figurative, connotative, and technical word meanings? How does an author use these rhetorical choices to develop central and supporting ideas?

**PRIOR KNOWLEDGE**
- Author's rhetorical choices
- Point of view
- Purpose
- Anecdotes
- Figurative
- Connotative
- Technical word meanings

|  | ● Central Idea |
|---|---|

| FORMATIVE ASSESSMENT | SUMMATIVE ASSESSMENT | | | |
|---|---|---|---|---|
| Quizizz<br>Quizlet<br>Entrance Slips<br>Observation<br>Participation | I-Ready  Diagnostic Assessment<br>Unit Assessment<br>Bi-Weekly Exam | | | |

## ACTIVITIES & RESOURCES

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| RTI | EXTENSION OPPORTUNITIES |
|---|---|
| Extended time<br>Reduced Questions<br>Peer Helpers<br>Fewer answer choices<br>Small Group<br>Reteach | Board Games<br>Group Activities<br>Small groups<br>Student-led activities |

| UNIT 2: [Informational Text] | DURATION: [2nd Nine Week - Weeks 1-4] |
|---|---|

**CONTENT STANDARDS**

**PRIORITY STANDARDS**
- 2. Make inferences and draw logical conclusions from the content and structures of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing.

**SUPPORTING STANDARDS**
Writing
- **7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.**
  - C. Write an argument to convince the reader to take an action or adapt a position, stating a claim and supporting the claim with relevant, well organized evidence from credible sources.
- **20. Choose language that maintains consistency in style and tone in a vaiety of formal and/or informal settings.**
- **24. Write about research findings independently over short and/or extended periods of time.**

| KNOWLEDGE (students need to know): | SKILLS (students need to be able to do): | BLOOM'S TAXONOMY | QUAD | ACT |
|---|---|---|---|---|
| **Inferences** | Students need to be able to make inferences | Knowledge Application | A,B | n/a |
| **Logical conclusions** | Students need to be able to arrive at a logical conclusion based on the text | Knowledge Application | A,B | n/a |
| **Informational Text** | Students need to be able to indicate the informational text structure | Knowledge Application | A,B | n/a |
| **Comparison and Contrast** | Students need to be able to identify what is being compared and contrasted in the text | Knowledge Application | A,B | n/a |
| **Problem and Solution** | Students need to be able to identify and isolate the problem and the solution in a text | Application Analysis | A,B,C | n/a |
| **Claims and Evidence** | Students need to be able to classify and dissect claims and evidence. | Application Analysis | B,C | n/a |

| | | | | |
|---|---|---|---|---|
| **Cause and Effect** | Students need to be able to identify the cause and effect within a text. Students need to be able to dissect the cause and bring about the effect. | Application Analysis | B,C | n/a |
| **Description** | Students need to be able to identify, interpret, and breakdown descriptions | Application Analysis | B,C | n/a |
| **Sequence** | Students need to be able to identify the sequence and separate the parts of the sequence | Application Analysis | B,C | n/a |

## KEY COMPONENTS

**LEARNING TARGETS (incremental learning target by week)**
**Week 1:**
- Engage in reading to comprehend informational texts.
- Differentiate between an inference and a conclusion.
- Make inferences and draw logical conclusions from the content of an informational text.
- Define and explain characteristics of comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing text structures.
- Identify the structure of an informational text, including comparison and contrast.
- problem and solution, claims and evidence, cause and effect, description, and sequencing.
- Draw inferences and logical conclusions from the structures of an informational text.

**KEY VOCABULARY**
- informational text
- inference
- Conclusion
- text structure
- comparison and contrast
- Problem and solution
- claims and evidence
- cause and effect
- Description
- Sequencing
- logical conclusion

**ESSENTIAL QUESTION(S)**
- What is an inference?
- What is a logical conclusion?
- What is the difference between an inference and a conclusion?
- How do you make inferences from the content of an informational text?
- How do you draw logical conclusions from the content of an informational text?
- What is a text structure?
- What is a comparison and contrast text structure?
- What is a problem and solution text structure?
- What is a claims and evidence text structure?

**PRIOR KNOWLEDGE**
- Inferences
- Logical conclusions
- Informational Text
- Comparison and Contrast
- Problem and Solution
- Claims and Evidence
- Cause and Effect
- Description
- Sequence

- What is a cause and effect text structure?
- What is a description text structure?
- What is a sequencing text structure?
- How do you identify the structures of an informational text?
- How do you make inferences from the structures of an informational text?
- How do you draw conclusions from the structures of an informational text?

| FORMATIVE ASSESSMENT | SUMMATIVE ASSESSMENT |
| --- | --- |
| Quizizz<br>Quizlet<br>Entrance Slips<br>Observation<br>Participation | I-Ready Mastery<br>Standards Mastery<br>Unit Assessment<br>Bi-Weekly Exam |

## ACTIVITIES & RESOURCES

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iReady

| RTI | EXTENSION OPPORTUNITIES |
| --- | --- |
| Extended time<br>Reduced Questions<br>Peer Helpers | Board Games<br>Group Activities<br>Small groups |

| Fewer answer choices<br>Small Group<br>Reteach | Student-led activities |
|---|---|

| UNIT 3: [Literary Elements] | DURATION: [2nd Nine Weeks - Weeks 4-8] |
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### CONTENT STANDARDS

| PRIORITY STANDARDS | SUPPORTING STANDARDS |
|---|---|
| ● 3. Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing | 7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.<br>**A. Write narratives incorporating key literary elements, including characters, plot, setting, point of view, resolution of a conflict, dialogue, and sensory details.**<br><br>Language Literacy<br>**17. Assess a speaker's organizational choices to determine point of view, purpose, and effectiveness.**<br><br>Writing<br>**25. Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support.**<br>*Example: MLA, APA* |

| KNOWLEDGE (students need to know): | SKILLS (students need to be able to do): | BLOOM'S TAXONOMY | QUAD | ACT |
|---|---|---|---|---|
| **Plot** | Students need to be able to identify the five parts of plot and explain how it contributes to the meaning of the text | Comprehension Application | A,B | n/a |
| **Theme** | Students need to be able to identify and explain the theme of a text. | Comprehension Application | A.B | n/a |

| | | | | |
|---|---|---|---|---|
| **Conflict** | Students need to be able to identify the conflict of a text. Students need to be able to develop writings based on the conflict of the text. | Comprehension Application | A,B | n/a |
| **Dialogue** | Students need to be able to identify dialogue and explain how it contributes to the meaning of a text. | Comprehension Application | A,B | n/a |
| **Point of view** | Students need to be able to identify a point of view and connect it to the meaning of a text. | Comprehension Application | A,B | n/a |
| **Textual evidence** | Students need to be to show textual evidence to support the meaning of the text | Comprehension Application | A,B | n/a |

| KEY COMPONENTS | | |
|---|---|---|
| **LEARNING TARGETS (incremental learning target by week)**<br><br>● Engage in reading to comprehend prose and poetry (literary text).<br>● Define and explain characteristics of setting in prose and poetry.<br>● Define and explain characteristics of plot in prose and poetry.<br>● Define and explain characteristics of characters in prose and poetry.<br>● Define and explain characteristics of themes in prose and poetry.<br>● Define and explain characteristics of conflict in prose and poetry.<br>● Define and explain characteristics of dialogue in prose and poetry.<br>● Define and explain characteristics of point of view in prose and poetry.<br>● Demonstrate plot development of prose and poetry.<br>● Explain how the author's use of setting contributes to the meaning or purpose of a text.<br>● Explain how the author's use of plot contributes to the meaning or purpose of a text.<br>● Explain how the author's use of characters contributes to the meaning or purpose of a text. | **KEY VOCABULARY**<br><br>● Prose<br>● poetry<br>● plot<br>● Setting<br>● characters<br>● theme<br>● Conflict<br>● literary text<br>● Dialogue<br>● point of view<br>● textual evidence<br>● purpose | |

- Explain how the author's use of themes contributes to the meaning or purpose of a text.
- Explain how the author's use of conflict contributes to the meaning or purpose of a text.
- Explain how the author's use of dialogue contributes to the meaning or purpose of a text.
- Explain how the author's use of point of view contributes to the meaning or purpose of a text.
- Demonstrate how to select and use textual evidence to support explanations.

**ESSENTIAL QUESTION(S)**
- What is setting? How does an author use setting to contribute to the meaning and purpose of prose and poetry?
- What is a plot? How is the plot developed? How does an author use plot to contribute to the meaning and purpose of prose and poetry?
- What are characters? How does an author use characters to contribute to the meaning and purpose of prose and poetry?
- What is a theme? How does an author use themes to contribute to the meaning and purpose of prose and poetry?
- What is conflict? How does an author use conflict to contribute to the meaning and purpose of prose and poetry?
- What is dialogue? How does an author use dialogue to contribute to the meaning and purpose of prose and poetry?
- What is the point of view? How does an author use point of view to contribute to the meaning and purpose of prose and poetry?
- How do you choose textual evidence to support an explanation?

**PRIOR KNOWLEDGE**
- Plot
- Theme
- Conflict
- Dialogue
- Point of view
- Textual evidence

| FORMATIVE ASSESSMENT | SUMMATIVE ASSESSMENT |
|---|---|
| Quizizz<br>Quizlet<br>Entrance Slips<br>Observation<br>Participation | I-Ready Mastery<br>Standards Mastery<br>Unit Assessment<br>Projects<br>Bi-Weekly Exam |

## ACTIVITIES & RESOURCES

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**RTI**
Extended time
Reduced Questions
Peer Helpers
Fewer answer choices
Small Group
Reteach

**EXTENSION OPPORTUNITY**
Board Games
Group Activities
Small groups
Student-led activities

| UNIT 4: [Figurative Language] | DURATION: [3rd Nine Weeks - Week 1-4] |
|---|---|

### CONTENT STANDARDS

**PRIORITY STANDARDS**
- 4. Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.

**SUPPORTING STANDARDS**
- 7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. **Write narratives incorporating key literary elements, including characters, plot, setting, point of view, resolution of a conflict, dialogue, and sensory details.**

Listening

| | ● 6. Support interpretations of recorded or live presentations by examining the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia. |
|---|---|

| KNOWLEDGE (students need to know): | SKILLS (students need to be able to do): | BLOOM'S TAXONOMY | QUAD | ACT |
|---|---|---|---|---|
| **Simile** | Students need to be able to identify similes and explain how they support the meaning of the text. | Comprehension Application | A,B | n/a |
| **Metaphor** | Students need to be able to identify metaphors and explain how they support the meaning of the text. | Comprehension Application | A,B | n/a |
| **Personification** | Students need to be able to identify personification and breakdown how they support the interpretation of the text | Comprehension Application Analysis | n/a | n/a |
| **Onomatopoeia** | Students need to be able to identify onomatopoeia and how they support the meaning of the text. | Comprehension Application | A,B | n/a |
| **Hyperbole** | Students need to be able to identify hyperbole and how it supports the interpretation of the text. | Comprehension Application | A,B | n/a |
| **Tone** | Students need to be able to identify tone and how it supports the interpretation of the text. | Comprehension Application | A,B | n/a |
| **Imagery** | Students need to be able to identify imagery and how it relates to the interpretation of the text. | Comprehension Application | A,B | n/a |
| **Irony** | Students need to be able to identify irony and explain how it supports the meaning of the text. | Comprehension Application | A,B | n/a |
| **Symbolism** | Students need to be able to identify symbolism and explain how it supports the meaning of the text. | Comprehension Application | A,B | n/a |

| Mood | Students need to be able to identify the mood and explain how it supports the meaning of the text. | Comprehension Application Analysis | A,B,C | n/a |
|------|-----|-----|-----|-----|
| Tone | Students need to be able to identify the mood and explain how it supports the meaning of the text. | Comprehension Application Analysis | A,B,C | n/a |

| KEY COMPONENTS |
|:--:|

| LEARNING TARGETS (incremental learning target by week) | KEY VOCABULARY | |
|-----|-----|-----|
| <ul><li>Engage in reading to comprehend prose and poetry (literary texts).</li><li>Identify characteristics of different literary devices, including simile, metaphor,</li><li>personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood.</li><li>Interpret the meaning of literary devices.</li><li>Identify words and phrases that can help determine the tone of a text.</li><li>Identify words and phrases that can help determine the mood of a text.</li><li>Describe the use of literary devices in prose and poetry.</li><li>Determine how literary devices support interpretations of the text.</li></ul> | <ul><li>prose</li><li>poetry</li><li>literary device</li><li>Simile</li><li>Metaphor</li><li>personification</li><li>onomatopoeia</li><li>hyperbole</li><li>imagery</li><li>Irony</li><li>Symbolism</li><li>tone</li><li>mood</li><li>interpretation</li></ul> | |
| **ESSENTIAL QUESTION(S)**<ul><li>What is a literary device? What is a simile? What is a metaphor?</li><li>What is personification? What is onomatopoeia? What is hyperbole? What is imagery?</li><li>What is irony? What is symbolism?</li><li>How do you identify simile, metaphor, personification, onomatopoeia, hyperbole, imagery, irony, and symbolism?</li><li>How do you use context clues to interpret these</li><li>literary devices? How are these literary devices used in prose and poetry?</li><li>What is tone? How do you determine the tone of a text?</li><li>What is mood? How do you determine the mood of a text?</li><li>How does the use of a literary device support the interpretation of a text?</li></ul> | **PRIOR KNOWLEDGE**<ul><li>Simile</li><li>Metaphor</li><li>Personification</li><li>Tone</li><li>Mood</li><li>Onomatopoeia</li><li>Hyperbole</li><li>Irony</li><li>Symbolism</li></ul> | |

| FORMATIVE ASSESSMENT | SUMMATIVE ASSESSMENT |
| --- | --- |
| Quizizz<br>Quizlet<br>Entrance Slips<br>Observation<br>Participation | I-Ready Mastery<br>Standards Mastery<br>Projects<br>Unit Assessment<br>Bi-Weekly Exam |

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Savvas
iReady

| RTI | EXTENSION OPPORTUNITIES |
| --- | --- |
| Extended time<br>Reduced Questions<br>Peer Helpers<br>Fewer answer choices<br>Small Group<br>Reteach | Board Games<br>Group Activities<br>Small groups<br>Student-led activities |

| UNIT 1: [Central and Supporting Ideas] | DURATION: [3rd Nine Weeks - Weeks 5-6 ] |
|---|---|

| CONTENT STANDARDS | |
|---|---|

**PRIORITY STANDARD**
- 1. Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.

**SUPPORTING STANDARDS**

Writing
- 7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.
  **B. Write informative or explanatory texts with an organized structure and formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meaning.**

Language
- **17. Assess a speaker's organizational choices to determine point of view, purpose, and effectiveness.**

Listening
- **5. Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker's rhetorical choices regarding point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings.**

| KNOWLEDGE (students need to know): | SKILLS (students need to be able to do): | BLOOM'S TAXONOMY | QUAD | ACT |
|---|---|---|---|---|
| **Author's rhetorical choices** | Students need to be able to identify and categorize an author's purpose. | Knowledge Analysis Synthesis Evaluation | A,B | n/a |
| **Point of view** | Students need to be able to identify point of view and explain how the point of view helps develop the central idea | Knowledge Comprehension Application Analysis | A,B | n/a |
| **Purpose** | Students need to be able to identify the author's purpose for writing the text | Knowledge Comprehension Application Analysis | A,B | n/a |

| Anecdotes | Students need to be able to identify and cite anecdotes | Knowledge Application Analysis Synthesis | A,B | n/a |
|---|---|---|---|---|
| Figurative | Students need to be able to recognize figurative language and connect it to the central idea | Knowledge Application Analysis Synthesis | A,B | n/a |
| Connotative | Students need to be able to recognize and explain connotative language | Knowledge Application Analysis Synthesis | A,B | n/a |
| Technical word meanings | Students need to be able to state technical word meanings and compare them to the figurative word meanings | Knowledge Application Analysis Synthesis | A,B | n/a |
| Central Idea | Students need to be able to identify the central or main idea of a text | Knowledge Application Analysis Synthesis | A,B | n/a |

| KEY COMPONENTS |
|---|

| **LEARNING TARGETS (incremental learning target by week)** | **KEY VOCABULARY** | |
|---|---|---|
| <ul><li>Engage in reading to comprehend texts.</li><li>Identify the characteristics of central and supporting ideas.</li><li>Identify a central idea and supporting ideas of a text.</li><li>Define different types of rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings.</li><li>Review and practice how to identify an author's point of view and author's purpose in a text, using clues from the text.</li><li>Review and practice using context to determine anecdotes, figurative, connotative, and technical word meanings.</li><li>Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, that are used to develop central and</li></ul> | <ul><li>central idea</li><li>supporting idea</li><li>rhetorical choice</li><li>point of view</li><li>Purpose</li><li>Anecdote</li><li>figurative word meaning</li><li>connotative word meaning</li><li>technical word meaning</li></ul> | |

| supporting ideas. | | |
|---|---|---|

**ESSENTIAL QUESTION(S)**
- What is a central idea? What is a supporting idea? How are central and supporting ideas different?
- What are rhetorical choices? What is point of view? What is purpose? What is an anecdote?
- What is the difference between figurative, connotative, and technical word meanings?
- How does an author use these rhetorical choices to develop central and supporting ideas?

**PRIOR KNOWLEDGE**
- Author's rhetorical choices
- Point of view
- Purpose
- Anecdotes
- Figurative
- Connotative
- Technical word meanings
- Central Idea

| FORMATIVE ASSESSMENT | SUMMATIVE ASSESSMENT | | | |
|---|---|---|---|---|
| Quizizz<br>Quizlet<br>Entrance Slips<br>Observation<br>Participation | I-Ready  Diagnostic Assessment<br>Unit Assessment<br>Bi-Weekly Exam<br>Projects | | | |

**ACTIVITIES & RESOURCES**

Read 180
Nearpod
Quizizz
Quizlet
Gimkit
Edpuzzle
NewELA
Commonlit
Wordwall
Boom Cards
Wordly Wise
Readworks
Savvas
iReady

| RTI | EXTENSION OPPORTUNITIES |
|---|---|
| Extended time<br>Reduced Questions<br>Peer Helpers<br>Fewer answer choices<br>Small Group<br>Reteach | Board Games<br>Group Activities<br>Small groups<br>Student-led activities |

| UNIT 2: [Informational Text] | DURATION: [3rd Nine Weeks - Weeks 7-8] |
|---|---|

### CONTENT STANDARDS

| PRIORITY STANDARDS | SUPPORTING STANDARDS |
|---|---|
| ● 2. Make inferences and draw logical conclusions from the content and structures of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing. | Writing<br>● 7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.<br>● **C. Write an argument to convince the reader to take an action or adapt a position, stating a claim and supporting the claim with relevant, well organized evidence from credible sources.** |

| KNOWLEDGE (students need to know): | SKILLS (students need to be able to do): | BLOOM'S TAXONOMY | QUAD | ACT |
|---|---|---|---|---|
| **Inferences** | Students need to be able to make inferences | Knowledge<br>Application<br>Analysis<br>Synthesis | A,B | n/a |
| **Logical conclusions** | Students need to be able to arrive at a logical conclusion based on the text | Knowledge<br>Application<br>Analysis<br>Synthesis | A,B | n/a |
| **Informational Text** | Students need to be able to indicate the informational text structure | Knowledge<br>Application<br>Analysis<br>Synthesis | A,B | n/a |

| Comparison and Contrast | Students need to be able to identify what is being compared and contrasted in the text | Knowledge Application Analysis Synthesis | A,B | n/a |
|---|---|---|---|---|
| Problem and Solution | Students need to be able to identify and isolate the problem and the solution in a text | Application Analysis Analysis Synthesis Evaluation | B,C | n/a |
| Claims and Evidence | Students need to be able to classify and dissect claims and evidence. | Application Analysis Synthesis Evaluation | B,C | n/a |
| Cause and Effect | Students need to be able to identify the cause and effect within a text. Students need to be able to dissect the cause and bring about the effect. | Application Analysis Synthesis Evaluation | B,C | n/a |
| Description | Students need to be able to identify, interpret, and breakdown descriptions | Application Analysis Synthesis Evaluation | B,C | n/a |
| Sequence | Students need to be able to identify the sequence and separate the parts of the sequence | Application Analysis Synthesis Evaluation | B,C | n/a |

| KEY COMPONENTS |
|---|

| LEARNING TARGETS (incremental learning target by week) Week 1: <ul><li>Engage in reading to comprehend informational texts.</li><li>Differentiate between an inference and a conclusion.</li><li>Make inferences and draw logical conclusions from the content of an informational text.</li><li>Define and explain characteristics of comparison and contrast,</li></ul> | KEY VOCABULARY <ul><li>informational text</li><li>inference</li><li>Conclusion</li><li>text structure</li><li>comparison and contrast</li><li>Problem and solution</li></ul> |  |
|---|---|---|

problem and solution, claims and evidence, cause and effect, description, and sequencing text structures.
- Identify the structure of an informational text, including comparison and contrast.
- problem and solution, claims and evidence, cause and effect, description, and sequencing.
- Draw inferences and logical conclusions from the structures of an informational text.

- claims and evidence
- cause and effect
- Description
- Sequencing
- Logical conclusion

**ESSENTIAL QUESTION(S)**
- What is an inference? What is a logical conclusion? What is the difference between an inference and a conclusion? How do you make inferences from the content of an informational text? How do you draw logical conclusions from the content of an informational text?
- What is a text structure? What is a comparison and contrast text structure? What is a problem and solution text structure? What is a claims and evidence text structure? What is a cause and effect text structure? What is a description text structure? What is a sequencing text structure? How do you identify the structures of an informational text? How do you make inferences from the structures of an informational text? How do you draw conclusions from the structures of an informational text?

**PRIOR KNOWLEDGE**
- Inferences
- Logical conclusions
- Informational Text
- Comparison and Contrast
- Problem and Solution
- Claims and Evidence
- Cause and Effect
- Description
- Sequence

| FORMATIVE ASSESSMENT | SUMMATIVE ASSESSMENT |
|---|---|
| Quizizz<br>Quizlet<br>Entrance Slips<br>Observation<br>Participation | I-Ready Mastery<br>Standards Mastery<br>Unit Assessment<br>Bi-Weekly Exam<br>Project |

**ACTIVITIES & RESOURCES**

Read 180
Nearpod
Quizizz
Quizlet
Gimkit

Edpuzzle
NewELA
Commonlit
Wordwall
Boom Cards
Wordly Wise
Readworks
Savvas
iReady

| RTI | EXTENSION OPPORTUNITIES |
|---|---|
| Extended time<br>Reduced Questions<br>Peer Helpers<br>Fewer answer choices<br>Small Group<br>Reteach | Board Games<br>Group Activities<br>Small groups<br>Student-led activities |

| UNIT 3: [Literary Elements] | DURATION: [4th Nine Weeks - Weeks 1-3] |
|---|---|

### CONTENT STANDARDS

| PRIORITY STANDARDS | SUPPORTING STANDARDS |
|---|---|
| ● 3. Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing | 7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.<br><br>**B. Write narratives incorporating key literary elements, including characters, plot, setting, point of view, resolution of a conflict, dialogue, and sensory details.**<br><br>Language Literacy<br>**17. Assess a speaker's organizational choices to determine point of view, purpose, and effectiveness.** |

| KNOWLEDGE (students need to know): | SKILLS (students need to be able to do): | BLOOM'S TAXONOMY | QUAD | ACT |
|---|---|---|---|---|

| Plot | Students need to be able to identify the five parts of plot and explain how it contributes to the meaning of the text | Comprehension Application Analysis Synthesis Evaluation | A,B | n/a |
|---|---|---|---|---|
| Theme | Students need to be able to identify and explain the theme of a text. | Comprehension Application Analysis Synthesis Evaluation | A,B | n/a |
| Conflict | Students need to be able to identify the conflict of a text. Students need to be able to develop writings based on the conflict of the text. | Comprehension Application Analysis Synthesis Evaluation | A,B | n/a |
| Dialogue | Students need to be able to identify dialogue and explain how it contributes to the meaning of a text. | Comprehension Application Analysis Synthesis Evaluation | A,B | n/a |
| Point of view | Students need to be able to identify a point of view and connect it to the meaning of a text. | Comprehension Application Analysis Synthesis Evaluation | A,B | n/a |
| Textual evidence | Students need to be to show textual evidence to support the meaning of the text | Comprehension Application Analysis Synthesis Evaluation | A,B | n/a |

**KEY COMPONENTS**

| LEARNING TARGETS (incremental learning target by week) | KEY VOCABULARY | |
|---|---|---|
| <ul><li>Engage in reading to comprehend prose and poetry (literary text).</li><li>Define and explain characteristics of setting in prose and poetry.</li><li>Define and explain characteristics of plot in prose and poetry.</li><li>Define and explain characteristics of characters in prose and poetry.</li><li>Define and explain characteristics of themes in prose and poetry.</li><li>Define and explain characteristics of conflict in prose and poetry.</li><li>Define and explain characteristics of dialogue in prose and poetry.</li><li>Define and explain characteristics of point of view in prose and poetry.</li><li>Demonstrate plot development of prose and poetry.</li><li>Explain how the author's use of setting contributes to the meaning or purpose of a text.</li><li>Explain how the author's use of plot contributes to the meaning or purpose of a text.</li><li>Explain how the author's use of characters contributes to the meaning or purpose of a text.</li><li>Explain how the author's use of themes contributes to the meaning or purpose of a text.</li><li>Explain how the author's use of conflict contributes to the meaning or purpose of a text.</li><li>Explain how the author's use of dialogue contributes to the meaning or purpose of a text.</li><li>Explain how the author's use of point of view contributes to the meaning or purpose of a text.</li><li>Demonstrate how to select and use textual evidence to support explanations.</li></ul> | <ul><li>Prose</li><li>poetry</li><li>plot</li><li>Setting</li><li>characters</li><li>theme</li><li>Conflict</li><li>literary text</li><li>Dialogue</li><li>point of view</li><li>textual evidence</li><li>purpose</li></ul> | |

## ESSENTIAL QUESTION(S)

- What is setting? How does an author use setting to contribute to the meaning and purpose of prose and poetry?
- What is a plot? How is the plot developed? How does an author use plot to contribute to the meaning and purpose of prose and poetry?
- What are characters? How does an author use characters to contribute to the meaning and purpose of prose and poetry?
- What is a theme? How does an author use themes to contribute to the meaning and purpose of prose and poetry?
- What is conflict? How does an author use conflict to contribute to the meaning and purpose of prose and poetry?
- What is dialogue? How does an author use dialogue to contribute to the meaning and purpose of prose and poetry?
- What is point of view? How does an author use point of view to contribute to the meaning and purpose of prose and poetry?
- How do you choose textual evidence to support an explanation?

## PRIOR KNOWLEDGE

- Plot
- Theme
- Conflict
- Dialogue
- Point of view
- Textual evidence

## FORMATIVE ASSESSMENT

Quizizz
Quizlet
Entrance Slips
Observation
Participation

## SUMMATIVE ASSESSMENT

I-Ready Mastery
Standards Mastery
Unit Assessment
Projects
Unit Assessment
Bi-Weekly Exam

## ACTIVITIES & RESOURCES

Read 180
Nearpod
Quizizz
Quizlet
Gimkit
Edpuzzle
NewELA

Commonlit
Wordwall
Boom Cards
Wordly Wise
Readworks
Savvas
iReady

| RTI | EXTENSION OPPORTUNITIES |
|---|---|
| Extended time<br>Reduced Questions<br>Peer Helpers<br>Fewer answer choices<br>Small Group<br>Reteach | Board Games<br>Group Activities<br>Small groups<br>Student-led activities |

| UNIT 4: [Figurative Language] | DURATION: [4th Nine Weeks - Week 4-6] |
|---|---|

## CONTENT STANDARDS

| PRIORITY STANDARDS | SUPPORTING STANDARDS |
|---|---|
| ● 4. Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text. | ● 7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. **Write narratives incorporating key literary elements, including characters, plot, setting, point of view, resolution of a conflict, dialogue, and sensory details.**<br><br>Listening<br>● 6. Support interpretations of recorded or live presentations by examining the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia. |

| KNOWLEDGE (students need to know): | SKILLS (students need to be able to do): | BLOOM'S TAXONOMY | QUAD | ACT |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| **Simile** | Students need to be able to identify similes and explain how they support the meaning of the text. | Comprehension<br>Application<br>Analysis<br>Synthesis<br>Evaluation | A,B | n/a |
| **Metaphor** | Students need to be able to identify metaphors and explain how they support the meaning of the text. | Comprehension<br>Application<br>Analysis<br>Synthesis<br>Evaluation | A,B | n/a |
| **Personification** | Students need to be able to identify personification and breakdown how they support the interpretation of the text | Comprehension<br>Application<br>Analysis<br>Synthesis<br>Evaluation | A,B | n/a |
| **Onomatopoeia** | Students need to be able to identify onomatopoeia and how they support the meaning of the text. | Comprehension<br>Application<br>Analysis<br>Synthesis<br>Evaluation | A,B | n/a |
| **Hyperbole** | Students need to be able to identify hyperbole and how it supports the interpretation of the text. | Comprehension<br>Application<br>Analysis<br>Evaluation | A,B | n/a |
| **Tone** | Students need to be able to identify tone and how it supports the interpretation of the text. | Comprehension<br>Application<br>Analysis<br>Evaluation | A,B | n/a |
| **Imagery** | Students need to be able to identify imagery and how it relates to the interpretation of the text. | Comprehension<br>Application<br>Analysis | A,B | n/a |
| **Irony** | Students need to be able to identify irony and explain how it supports the meaning of the text. | Comprehension<br>Application<br>Analysis<br>Evaluation | A,B | n/a |

| | | | | |
|---|---|---|---|---|
| **Symbolism** | Students need to be able to identify symbolism and explain how it supports the meaning of the text. | Comprehension Application Analysis Evaluation | A,B | n/a |
| **Mood** | Students need to be able to identify the mood and explain how it supports the meaning of the text. | Comprehension Application Analysis | A,B,C | n/a |
| **Tone** | Students need to be able to identify the mood and explain how it supports the meaning of the text. | Comprehension Application Analysis | A,B,C | n/a |

## KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- Engage in reading to comprehend prose and poetry (literary texts).
- Identify characteristics of different literary devices, including simile, metaphor,
- personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood.
- Interpret the meaning of literary devices.
- Identify words and phrases that can help determine the tone of a text.
- Identify words and phrases that can help determine the mood of a text.
- Describe the use of literary devices in prose and poetry.
- Determine how literary devices support interpretations of the text.

KEY VOCABULARY

- prose
- poetry
- literary device
- Simile
- Metaphor
- personification
- onomatopoeia
- hyperbole
- imagery
- Irony
- Symbolism
- tone
- mood
- interpretation

ESSENTIAL QUESTION(S)
- What is a literary device? What is a simile? What is a metaphor?
- What is personification? What is onomatopoeia? What is hyperbole? What is imagery?
- What is irony? What is symbolism?
- How do you identify simile, metaphor, personification, onomatopoeia, hyperbole, imagery, irony, and symbolism?
- How do you use context clues to interpret these
- literary devices? How are these literary devices used in prose and poetry?

PRIOR KNOWLEDGE
- Simile
- Metaphor
- Personification
- Tone
- Mood
- Onomatopoeia
- Hyperbole
- Irony
- Symbolism

- What is tone? How do you determine the tone of a text?
- What is mood? How do you determine the mood of a text?
- How does the use of a literary device support the interpretation of a text?

| FORMATIVE ASSESSMENT | SUMMATIVE ASSESSMENT |
| --- | --- |
| Quizizz<br>Quizlet<br>Entrance Slips<br>Observation<br>Participation | I-Ready Mastery<br>Standards Mastery<br>Unit Assessment<br>Projects |

## ACTIVITIES & RESOURCES

Read 180
Nearpod
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Savvas
iReady

| RTI | EXTENSION OPPORTUNITIES |
| --- | --- |
| Extended time<br>Reduced Questions<br>Peer Helpers<br>Fewer answer choices<br>Small Group<br>Reteach | Board Games<br>Group Activities<br>Small groups<br>Student-led activities |

Students will:

### Reception

R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

R2. Use context clues to determine meanings of unfamiliar spoken or written words.

### Expression

R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.

R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.

R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**Knowledge - Students need to know…**
- Active listening skills.
- How to engage in discussions and conversations in a variety of settings.
- Agreed-upon rules for participation.
- Context clues in speech or text can provide the meaning of unfamiliar words.
- There are different types of context clues, including inference/general clues, definition/explanation clues, restatement/synonym clues, and contrast/antonym clues.
- Context clues in text are often indicated by punctuation marks.
- Digital and electronic tools must be used appropriately, safely, and ethically.

**Skills - Students need to be able to do…**
- Demonstrate active listening skills during discussion and conversation in pairs, small groups, or whole-class settings.
- Converse in pairs, small groups, and large groups.
- Practice the agreed-upon rules for participation.
- Use context clues to determine the meanings of unfamiliar words in speech.
- Use context clues to determine the meanings of unfamiliar words in text.
- Engage in safe and ethical behavior when using digital and electronic tools individually and collaboratively.
- Plan writings in various genres.
- Draft writings in various genres.

- Digital and electronic tools can be used for research or for writing tasks.
- Digital and electronic tools can be independently or with others.
- The writing process steps are to plan, draft, revise, edit, and publish.
- Various genres of writing.
- Some occasions (times and places) call for formal language and tone, while other occasions permit casual communication.
- Some contexts and tasks require formal English speech, while others permit more casual speech.

- Revise writings in various genres.
- Edit writings in various genres.
- Publish writings in various genres.
- Assess the formality of occasions.
- In formal occasions, speak and write with a formal language and tone.
- In informal occasions, speak and write with a casual language and tone.
- Adapt speech to a variety of contexts and tasks.
- Demonstrate command of formal spoken English when appropriate

## Learning Targets
- Conversations and discussions follow agreed-upon rules which help us actively listen and gain understanding.
- An author or a speaker uses context clues to explain the meaning of unusual words or academic, domain-specific vocabulary.
- Safe behaviors, interactions that keep you out of harm's way, are necessary when using digital and electronic tools.
- Ethical behavior, interactions that align to one's moral code, are necessary when using digital and electronic tools.
- The writing process is a set of steps that make writing easier.
- There are different categories, or genres, of writing that can be used for different purposes.
- Different situations require different types of languages and tones.
- Certain contexts and tasks will require them to speak in formal English.
- They can change their speech, such as the vocabulary and sentence structure used, depending on the occasion.

## Bloom's Taxonomy:

Remember
Understand
Apply
Analyze
Evaluate
Create

## Quad:

## Key Vocabulary:
- Active listening
- Discussion
- Conversation
- Rules
- Participation
- Context clues
- Determine
- Unfamiliar spoken words
- Unfamiliar written words
- Digital tools
- Electronic tools
- Appropriately
- Safely
- Ethically

## Examples, Activities, & Helpful Resources:

myOwn Reading
Storyline Online
Jeopardy
Small Group Activity
Quizlet
Board Games
Riddles
Cyber Safety Videos
Peer Review Writing
Debate/Speeches

- Research
- Individually
- Collaboratively
- Writing process
- Plan
- Draft
- Revise
- Edit
- Publish
- Genres
- Assess
- Formality
- Occasions
- Appropriate language
- Appropriate tone
- Adapt
- Speech
- Contexts
- Tasks
- Command
- Formal English

## LEARNING TARGETS (incremental learning target by week)

- Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing.
- Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing.
- Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing.
- Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing.
- Identify correct and incorrect use of pronouns and their antecedents in writing.
- Correctly use various pronouns and their antecedents in writing.

## KEY VOCABULARY

- Commas
- Parentheses
- Dashes/ Hyphens
- Nonrestrictive elements
- Parenthetical elements
- Genres

## ESSENTIAL QUESTION(S)
- What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements?

## PRIOR KNOWLEDGE
- Grammar
- Commas

| | |
|---|---|
| <ul><li>When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off **nonrestrictive or** parenthetical elements?</li><li>When do you use dashes to set off nonrestrictive or parenthetical elements?</li><li>How are commas used correctly in writing? How are apostrophes used correctly in writing?</li><li>How are quotation marks correctly used in writing?</li><li>What is a colon? How are colons used correctly in writing? What is a semicolon?</li><li>How are semicolons used correctly in writing?</li></ul> | <ul><li>Parentheses</li><li>Dashes/ Hyphens</li></ul> |

| 6th Grade Curriculum At A Glance (Language Arts) - Pacing Calendar | | | | | Identified Skills/Standards | I-Ready Standards for Mastery Test | Teacher Resources |
|---|---|---|---|---|---|---|---|
| Quarter | # Week | Unit Name | Priority Standards | Supporting Standards | IReady Resources/Skills | Pre/Post Test | |
| 1 | 4 | Grammar and Mechanics | 6.19 | 6.19a, 6.22, 6.24, 6.25 | Vocabulary about Being Brave (iReady, Early 6th) | Week 1/ Week 4 | |
| 1 | 4 | Capitalization, Punctuation, and Spelling | 6.16 | 6.22, 6.24, 6.25, 6.27 | Vocabulary about the Mind and Body (iReady, Early 6th) | Week 1/ Week 4 | |
| 2 | 4 | Grammar and Mechanics | 6.19 | 6.15, 6.15a, 6.22, 6.24, 6.25 | Vocabulary about Making a Difference (iReady, Mid 6th) | Week 1/ Week 4 | |
| 2 | 4 | Capitalization, Punctuation, and Spelling | 6.16 | 6.19, 6.22, 6.24, 6.25, 6.27 | Vocabulary about Inventions (iReady, Mid 6th) | Week 1/ Week 4 | |
| 3 | 4 | Grammar and Mechanics | 6.19 | 6.19a, 6.19b, 6.16b, 6.22, 6.24, 6.25 | Vocabulary about Inventions (iReady, Mid 6th) | Week 1/ Week 4 | |
| 3 | 4 | Capitalization, Punctuation, and Spelling | 6.16 | 6.19, 6.22, 6.24, 6.25, 6.27 | Vocabulary about Speaking Up (iReady, Late 6th) | Week 1/ Week 4 | |
| 4 | 4 | Grammar and Mechanics | 6.19 | 6.19a, 6.19b, 6.16b, 6.22, 6.24, 6.25 | Vocabulary about Cultural Connections (iReady, Late 6th) | Week 1/ Week 4 | |
| 4 | 4 | Capitalization, Punctuation, and Spelling | 6.16 | 6.19, 6.22, 6.24, 6.25, 6.27 | Vocabulary about Cultural Connections (iReady, Late 6th) | Week 1/ Week 4 | |

| ELA UNIT 1: [Grammar and Mechanics] | DURATION: [1st Nine Weeks - 1-4 weeks] |
|---|---|

| CONTENT STANDARDS | |
|---|---|

| PRIORITY STANDARDS | SUPPORTING STANDARDS |
|---|---|
| ● 19. Demonstrate command of standard English grammar, usage, and mechanics when writing. | ● **a. Use commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements.**<br>b. Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.<br>c. Compose and revise writing by using various pronouns and their antecedents correctly.<br>Examples: personal, intensive, reflexive, demonstrative, relative, interrogative, indefinite<br><br>**Research**<br>● 22. Assess the relevance, reliability, and validity of information from printed and/or digital texts.<br>24. Write about research findings independently over short and/or extended periods of time.<br>25. Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support.<br>**Example: MLA, APA** |

| KNOWLEDGE (students need to know): | SKILLS (students need to be able to do): | BLOOM'S TAXONOMY | QUAD | ACT |
|---|---|---|---|---|
| **Grammar** | Students need to be able to identify grammatical mechanics and use them in writing. | Comprehension Application | A,B | n/a |

| LEARNING TARGETS (incremental learning target by week) | KEY VOCABULARY | |
|---|---|---|
| ● Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing.<br>● Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing. | ● grammar<br>● Usage<br>● Mechanics<br>● Commas | |

- Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing.
- Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing.
- Identify correct and incorrect use of pronouns and their antecedents in writing.
- Correctly use various pronouns and their antecedents in writing.

- Parentheses
- Dashes/ Hyphens
- Nonrestrictive
- parenthetical
- Pronoun
- Antecedent
- Revise,
- personal pronoun
- intensive pronoun
- reflexive pronoun
- demonstrative pronoun
- relative pronoun
- interrogative pronoun
- indefinite pronoun

## ESSENTIAL QUESTION(S)
- What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements?
- When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off nonrestrictive or parenthetical elements?
- When do you use dashes to set off nonrestrictive or parenthetical elements?
- How are commas used correctly in writing? How are apostrophes used correctly in writing?
- How are quotation marks correctly used in writing?
- What is a colon? How are colons used correctly in writing? What is a semicolon?
- How are semicolons used correctly in writing?
- What is a pronoun? What is an antecedent? What are the subjective, objective, and possessive pronouns, and how are they used correctly?
- What are personal pronouns and how are they used correctly?
- What are intensive pronouns and how are they used correctly?
- What are reflexive pronouns and how are they used correctly? What are demonstrative pronouns and how are they used correctly?
- What are relative pronouns and how are they used correctly?
- What are interrogative pronouns and how are they used correctly?
- What are indefinite pronouns and how are they used correctly?

## PRIOR KNOWLEDGE
- Grammar
- Commas
- Parentheses
- Dashes/ Hyphens
- Pronouns

| FORMATIVE ASSESSMENT | SUMMATIVE ASSESSMENT |
|---|---|
| Quizizz<br>Quizlet<br>Entrance Slips<br>Observation<br>Participation | I-Ready Mastery<br>Standards Mastery<br>Unit Assessment<br>Projects |

## ACTIVITIES & RESOURCES

Read 180
Nearpod
Quizizz
Quizlet
Gimkit
Edpuzzle
NewELA
Commonlit
Wordwall
Boom Cards
Wordly Wise
Readworks
Savvas
iReady

| RTI | EXTENSION OPPORTUNITIES |
|---|---|
| Extended time<br>Reduced Questions<br>Peer Helpers<br>Fewer answer choices<br>Small Group<br>Reteach | Board Games<br>Group Activities<br>Small groups<br>Student-led activities |

| ELA UNIT 2: [Capitalization, Punctuation, and Spelling] | DURATION: [1st Nine Weeks - 5-8 weeks] |
|---|---|

## CONTENT STANDARDS

**PRIORITY STANDARDS**
- 16. Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.

**SUPPORTING STANDARDS**
- Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres.
  **Examples: poetry, informational texts, narratives**

  **Research**
- 22. Assess the relevance, reliability, and validity of information from printed and/or digital texts.
  24. Write about research findings independently over short and/or extended periods of time.
  25. Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support.
  **Example: MLA, APA**
  27. Discover word meanings by analyzing word parts, examining connotation and denotation, or using print or digital reference tools.

| KNOWLEDGE (students need to know): | SKILLS (students need to be able to do): | BLOOM'S TAXONOMY | QUAD | ACT |
|---|---|---|---|---|
| **Capitalization** | Identify and apply the rules of capitalization in published texts and writing. | Comprehension Application | A,B | n/a |
| **Punctuation** | Identify and apply the rules of punctuation in published texts and writing. | Comprehension Application | A,B | n/a |
| **Spelling** | Identify and apply the rules of spelling in published texts and writing. | Comprehension Application | A,B | n/a |

## KEY COMPONENTS

## LEARNING TARGETS (incremental learning target by week)

- Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing.
- Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing.
- Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing.
- Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing.
- Identify correct and incorrect use of pronouns and their antecedents in writing.
- Correctly use various pronouns and their antecedents in writing.

## KEY VOCABULARY

- Commas
- Parentheses
- Dashes/ Hyphens
- Nonrestrictive elements
- Parenthetical elements
- Genres

## ESSENTIAL QUESTION(S)
- What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements?
- When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off **nonrestrictive or** parenthetical elements?
- When do you use dashes to set off nonrestrictive or parenthetical elements?
- How are commas used correctly in writing? How are apostrophes used correctly in writing?
- How are quotation marks correctly used in writing?
- What is a colon? How are colons used correctly in writing? What is a semicolon?
- How are semicolons used correctly in writing?

## PRIOR KNOWLEDGE
- Grammar
- Commas
- Parentheses
- Dashes/ Hyphens

## FORMATIVE ASSESSMENT

Quizizz
Quizlet
Entrance Slips
Observation
Participation

## SUMMATIVE ASSESSMENT

I-Ready Mastery
Standards Mastery
Unit Assessment
Projects

## ACTIVITIES & RESOURCES

Read 180
[Nearpod](#)
[Quizizz](#)
[Quizlet](#)
[Gimkit](#)
[Edpuzzle](#)
[NewELA](#)
[Commonlit](#)
[Wordwall](#)
[Boom Cards](#)
[Wordly Wise](#)
[Readworks](#)
Savvas
iReady

| **RTI** | **EXTENSION OPPORTUNITIES** |
|---|---|
| Extended time<br>Reduced Questions<br>Peer Helpers<br>Fewer answer choices<br>Small Group<br>Reteach | Board Games<br>Group Activities<br>Small groups<br>Student-led activities |

| ELA UNIT 1: [Grammar and Mechanics] | DURATION: [2nd Nine Weeks - 1-4 weeks] |
|---|---|
| **CONTENT STANDARDS** | |

| PRIORITY STANDARDS | SUPPORTING STANDARDS |
|---|---|
| ● 19. Demonstrate command of standard English grammar, usage, and mechanics when writing. | ● **15. Identify the conventions of standard English grammar and usage in published texts.**<br>○ a. Identify subject-verb agreement when interrupted by a prepositional phrase with inverted word order and with indefinite pronouns as subjects<br>● **a. Use commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements.**<br>b. Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

| | c. Compose and revise writing by using various pronouns and their antecedents correctly.<br>Examples: personal, intensive, reflexive, demonstrative, relative, interrogative, indefinite |
| --- | --- |
| | **Research**<br>● 22. Assess the relevance, reliability, and validity of information from printed and/or digital<br>texts.<br>24. Write about research findings independently over short and/or extended periods of time.<br>25. Quote, paraphrase, and summarize information from sources and present findings,<br>following an appropriate citation style, with guidance and support.<br>**Example: MLA, APA** |

| KNOWLEDGE (students need to know): | SKILLS (students need to be able to do): | BLOOM'S TAXONOMY | QUAD | ACT |
| --- | --- | --- | --- | --- |
| **Grammar** | Students need to be able to identify grammatical mechanics and use them in writing. | Comprehension Application | A,B | n/a |

| LEARNING TARGETS (incremental learning target by week) | KEY VOCABULARY | |
| --- | --- | --- |
| ● Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing.<br>● Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing.<br>● Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing.<br>● Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing.<br>● Identify correct and incorrect use of pronouns and their antecedents in writing.<br>● Correctly use various pronouns and their antecedents in writing. | ● Commas<br>● Parentheses<br>● Dashes/ Hyphens<br>● Nonrestrictive elements<br>● Parenthetical elements<br>● Genres | |
| **ESSENTIAL QUESTION(S)**<br>● What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements?<br>● When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off **nonrestrictive or** | **PRIOR KNOWLEDGE**<br>● Grammar<br>● Commas<br>● Parentheses<br>● Dashes/ Hyphens | |

parenthetical elements?
- When do you use dashes to set off nonrestrictive or parenthetical elements?
- How are commas used correctly in writing? How are apostrophes used correctly in writing?
- How are quotation marks correctly used in writing?
- What is a colon? How are colons used correctly in writing? What is a semicolon?
- How are semicolons used correctly in writing?

| FORMATIVE ASSESSMENT | SUMMATIVE ASSESSMENT |
|---|---|
| Quizizz<br>Quizlet<br>Entrance Slips<br>Observation<br>Participation | I-Ready Mastery<br>Standards Mastery<br>Unit Assessment<br>Projects |

| RTI | EXTENSION OPPORTUNITIES |
|---|---|
| Extended time<br>Reduced Questions<br>Peer Helpers<br>Fewer answer choices<br>Small Group<br>Reteach | Board Games<br>Group Activities<br>Small groups<br>Student-led activities |

| ELA UNIT 2: [Capitalization, Punctuation, and Spelling] | DURATION: [2nd Nine Weeks - 5-8 weeks] |
|---|---|
| CONTENT STANDARDS | |

| PRIORITY STANDARDS | SUPPORTING STANDARDS |
|---|---|
| - 16. Identify the conventions of standard English capitalization, punctuation, and spelling in published texts. | - Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres.<br>**Examples: poetry, informational texts, narratives** |

| | ● **19. Demonstrate command of standard English grammar, usage, and mechanic when writing**<br>  ○ Composose and revise writing by using various pronouns and their antecedents correctly.<br>    ■ **Examples: personal, intensive, reflexive, demonstrative, relative, interrogative, indefinit**<br><br>**Research**<br>● 22. Assess the relevance, reliability, and validity of information from printed and/or digital<br>texts.<br>24. Write about research findings independently over short and/or extended periods of time.<br>25. Quote, paraphrase, and summarize information from sources and present findings,<br>following an appropriate citation style, with guidance and support.<br>**Example: MLA, APA**<br>27. Discover word meanings by analyzing word parts, examining connotation and denotation, or using print or digital reference tools. |
|---|---|

| KNOWLEDGE (students need to know): | SKILLS: (students need to be able to do): | BLOOM'S TAXONOMY | QUAD | ACT |
|---|---|---|---|---|
| **Capitalization** | Identify and apply the rules of capitalization in published texts and writing. | Comprehension Application | A,B | n/a |
| **Punctuation** | Identify and apply the rules of punctuation in published texts and writing. | Comprehension Application | A,B | n/a |
| **Spelling** | Identify and apply the rules of spelling in published texts and writing. | Comprehension Application | A,B | n/a |

| KEY COMPONENTS |
|---|

| LEARNING TARGETS (incremental learning target by week) | KEY VOCABULARY | |
|---|---|---|
| ● Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing.<br>● Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing. | ● Commas<br>● Parentheses<br>● Dashes/ Hyphens<br>● Nonrestrictive elements | |

- Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing.
- Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing.
- Identify correct and incorrect use of pronouns and their antecedents in writing.
- Correctly use various pronouns and their antecedents in writing.

|  |  |
| --- | --- |
| - Parenthetical elements<br>- Genres | |

**ESSENTIAL QUESTION(S)**
- What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements?
- When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off **nonrestrictive or** parenthetical elements?
- When do you use dashes to set off nonrestrictive or parenthetical elements?
- How are commas used correctly in writing? How are apostrophes used correctly in writing?
- How are quotation marks correctly used in writing?
- What is a colon? How are colons used correctly in writing? What is a semicolon?
- How are semicolons used correctly in writing?

**PRIOR KNOWLEDGE**
- Grammar
- Commas
- Parentheses
- Dashes/ Hyphens

| **FORMATIVE ASSESSMENT** | **SUMMATIVE ASSESSMENT** |
| --- | --- |
| Quizizz<br>Quizlet<br>Entrance Slips<br>Observation<br>Participation | I-Ready Mastery<br>Standards Mastery<br>Unit Assessment<br>Projects |

| **RTI** | **EXTENSION OPPORTUNITIES** |
| --- | --- |
| Extended time<br>Reduced Questions<br>Peer Helpers<br>Fewer answer choices<br>Small Group<br>Reteach | Board Games<br>Group Activities<br>Small groups<br>Student-led activities |

| ELA UNIT 1: [Grammar and Mechanics] | DURATION: [3rd Nine Weeks - 1-4  weeks] |
|---|---|

| CONTENT STANDARDS |
|---|

| PRIORITY STANDARDS | SUPPORTING STANDARDS |
|---|---|
| ● 19. Demonstrate command of standard English grammar, usage, and mechanics when writing. | ● **a. Use commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements.**<br>b. Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks,<br>colons, and semicolons.<br>c. Compose and revise writing by using various pronouns and their antecedents correctly.<br>Examples: personal, intensive, reflexive, demonstrative, relative, interrogative, indefinite<br><br>● **16. Demonstrate command of standard Englihs grammar, usage, and mechanics when writing**<br>　○ b. Revise writing for correct mechanic with a focus on commas, apostrophes, quotations marks, colons, and semicolons<br>**Research**<br>● 22. Assess the relevance, reliability, and validity of information from printed and/or digital<br>texts.<br>24. Write about research findings independently over short and/or extended periods of time.<br>25. Quote, paraphrase, and summarize information from sources and present findings,<br>following an appropriate citation style, with guidance and support.<br>**Example: MLA, APA** |

| KNOWLEDGE (students need to know): | SKILLS (students need to be able to do): | BLOOM'S TAXONOMY | QUAD | ACT |
|---|---|---|---|---|
| **Grammar** | Students need to be able to identify grammatical mechanics and use them in writing. | Comprehension Application | A,B | n/a |

| LEARNING TARGETS (incremental learning target by week) | KEY VOCABULARY | |
|---|---|---|
| | | |

- Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing.
- Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing.
- Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing.
- Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing.
- Identify correct and incorrect use of pronouns and their antecedents in writing.
- Correctly use various pronouns and their antecedents in writing.

- grammar
- Usage
- Mechanics
- Commas
- Parentheses
- Dashes/ Hyphens
- Nonrestrictive
- parenthetical
- Pronoun
- Antecedent
- Revise,
- personal pronoun
- intensive pronoun
- reflexive pronoun
- demonstrative pronoun
- relative pronoun
- interrogative pronoun
- indefinite pronoun

**ESSENTIAL QUESTION(S)**
- What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements?
- When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off nonrestrictive or parenthetical elements?
- When do you use dashes to set off nonrestrictive or parenthetical elements?
- How are commas used correctly in writing? How are apostrophes used correctly in writing?
- How are quotation marks correctly used in writing?
- What is a colon? How are colons used correctly in writing? What is a semicolon?
- How are semicolons used correctly in writing?
- What is a pronoun? What is an antecedent? What are the subjective, objective, and possessive pronouns, and how are they used correctly?
- What are personal pronouns, and how are they used correctly?
- What are intensive pronouns, and how are they used correctly?
- What are reflexive pronouns, and how are they used correctly? What are demonstrative pronouns, and how are they used correctly?
- What are relative pronouns, and how are they used correctly?
- What are interrogative pronouns, and how are they used correctly?

**PRIOR KNOWLEDGE**
- Grammar
- Commas
- Parentheses
- Dashes/ Hyphens
- Pronouns

| ● What are indefinite pronouns, and how are they used correctly? | |
|---|---|

| FORMATIVE ASSESSMENT | SUMMATIVE ASSESSMENT |
|---|---|
| Quizizz<br>Quizlet<br>Entrance Slips<br>Observation<br>Participation | I-Ready Mastery<br>Standards Mastery<br>Unit Assessment<br>Projects |

| ACTIVITIES & RESOURCES |
|---|
| Read 180<br>Nearpod<br>Quizizz<br>Quizlet<br>Gimkit<br>Edpuzzle<br>NewELA<br>Commonlit<br>Wordwall<br>Boom Cards<br>Wordly Wise<br>Readworks<br>Savvas<br>iReady |

| RTI | EXTENSION OPPORTUNITIES |
|---|---|
| Extended time<br>Reduced Questions<br>Peer Helpers<br>Fewer answer choices<br>Small Group<br>Reteach | Board Games<br>Group Activities<br>Small groups<br>Student-led activities |

| ELA UNIT 2: [Capitalization, Punctuation, and Spelling] | DURATION: [3rd Nine Weeks - 5-8 weeks] |
|---|---|

## CONTENT STANDARDS

**PRIORITY STANDARDS**
- 16. Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.

**SUPPORTING STANDARDS**
- Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres.
  **Examples: poetry, informational texts, narratives**

  **Research**
- 22. Assess the relevance, reliability, and validity of information from printed and/or digital texts.
  24. Write about research findings independently over short and/or extended periods of time.
  25. Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support.
  **Example: MLA, APA**
  27. Discover word meanings by analyzing word parts, examining connotation and denotation, or using print or digital reference tools.

| KNOWLEDGE (students need to know): | SKILLS (students need to be able to do): | BLOOM'S TAXONOMY | QUAD | ACT |
|---|---|---|---|---|
| **Capitalization** | Identify and apply the rules of capitalization in published texts and writing. | Comprehension Application | A,B | n/a |
| **Punctuation** | Identify and apply the rules of punctuation in published texts and writing. | Comprehension Application | A,B | n/a |
| **Spelling** | Identify and apply the rules of spelling in published texts and writing. | Comprehension Application | A,B | n/a |

## KEY COMPONENTS

## LEARNING TARGETS (incremental learning target by week)

- Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing.
- Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing.
- Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing.
- Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing.
- Identify correct and incorrect use of pronouns and their antecedents in writing.
- Correctly use various pronouns and their antecedents in writing.

## KEY VOCABULARY

- Commas
- Parentheses
- Dashes/ Hyphens
- Nonrestrictive elements
- Parenthetical elements
- Genres

## ESSENTIAL QUESTION(S)

- What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements?
- When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off **nonrestrictive or parenthetical elements?**
- When do you use dashes to set off nonrestrictive or parenthetical elements?
- How are commas used correctly in writing? How are apostrophes used correctly in writing?
- How are quotation marks correctly used in writing?
- What is a colon? How are colons used correctly in writing? What is a semicolon?
- How are semicolons used correctly in writing?

## PRIOR KNOWLEDGE

- Grammar
- Commas
- Parentheses
- Dashes/ Hyphens

## FORMATIVE ASSESSMENT

Quizizz
Quizlet
Entrance Slips
Observation
Participation

## SUMMATIVE ASSESSMENT

I-Ready Mastery
Standards Mastery
Unit Assessment
Projects

## ACTIVITIES & RESOURCES

Read 180
Savvas
iReady

| **RTI** | **EXTENSION OPPORTUNITIES** |
|---|---|
| Extended time<br>Reduced Questions<br>Peer Helpers<br>Fewer answer choices<br>Small Group<br>Reteach | Board Games<br>Group Activities<br>Small groups<br>Student-led activities |

| ELA UNIT 1: [Grammar and Mechanics] | DURATION: [4th Nine Weeks - 1-4  weeks] |
|---|---|
| **CONTENT STANDARDS** | |

| PRIORITY STANDARDS | SUPPORTING STANDARDS |
|---|---|
| ● 19. Demonstrate command of standard English grammar, usage, and mechanics when writing. | ● **a. Use commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements.**<br>b. Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.<br>c. Compose and revise writing by using various pronouns and their antecedents correctly.<br>Examples: personal, intensive, reflexive, demonstrative, relative, interrogative, indefinite |

| | **Research** |
| --- | --- |
| | ● 22. Assess the relevance, reliability, and validity of information from printed and/or digital texts. |
| | 24. Write about research findings independently over short and/or extended periods of time. |
| | 25. Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. **Example: MLA, APA** |

| KNOWLEDGE (students need to know): | SKILLS (students need to be able to do): | BLOOM'S TAXONOMY | QUAD | ACT |
| --- | --- | --- | --- | --- |
| **Grammar** | Students need to be able to identify grammatical mechanics and use them in writing. | Comprehension Application | A,B | n/a |

| LEARNING TARGETS (incremental learning target by week) | KEY VOCABULARY | |
| --- | --- | --- |
| ● Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing.<br>● Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing.<br>● Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing.<br>● Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing.<br>● Identify correct and incorrect use of pronouns and their antecedents in writing.<br>● Correctly use various pronouns and their antecedents in writing. | ● Commas<br>● Parentheses<br>● Dashes/ Hyphens<br>● Nonrestrictive elements<br>● Parenthetical elements<br>● Genres | |
| **ESSENTIAL QUESTION(S)**<br>● What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements?<br>● When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off **nonrestrictive or** parenthetical elements?<br>● When do you use dashes to set off nonrestrictive or parenthetical elements?<br>● How are commas used correctly in writing? How are apostrophes | **PRIOR KNOWLEDGE**<br>● Grammar<br>● Commas<br>● Parentheses<br>● Dashes/ Hyphens | |

used correctly in writing?
- How are quotation marks correctly used in writing?
- What is a colon? How are colons used correctly in writing? What is a semicolon?
- How are semicolons used correctly in writing?

| FORMATIVE ASSESSMENT | SUMMATIVE ASSESSMENT |
|---|---|
| Quizizz<br>Quizlet<br>Entrance Slips<br>Observation<br>Participation | I-Ready Mastery<br>Standards Mastery<br>Unit Assessment<br>Projects |

## ACTIVITIES & RESOURCES

Read 180
Nearpod
Quizizz
Quizlet
Gimkit
Edpuzzle
NewELA
Commonlit
Wordwall
Boom Cards
Wordly Wise
Readworks
Savvas
iReady

| RTI | EXTENSION OPPORTUNITIES |
|---|---|
| Extended time<br>Reduced Questions<br>Peer Helpers<br>Fewer answer choices<br>Small Group | Board Games<br>Group Activities<br>Small groups<br>Student-led activities |

| Reteach | |
|---|---|

| ELA UNIT 2: [Capitalization, Punctuation, and Spelling] | DURATION: [4th Nine Weeks - 5-8  weeks] |
|---|---|

### CONTENT STANDARDS

**PRIORITY STANDARDS**
- 16. Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.

**SUPPORTING STANDARDS**
- **I**dentify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres.
  **Examples: poetry, informational texts, narratives**

  **Research**
- 22. Assess the relevance, reliability, and validity of information from printed and/or digital
  texts.
  24. Write about research findings independently over short and/or extended periods of time.
  25. Quote, paraphrase, and summarize information from sources and present findings,
  following an appropriate citation style, with guidance and support.
  **Example: MLA, APA**
  27. Discover word meanings by analyzing word parts, examining connotation and denotation, or using print or digital reference tools.

| | | BLOOM'S TAXONOMY | QUAD | ACT |
|---|---|---|---|---|
| **Capitalization** | Identify and apply the rules of capitalization in published texts and writing. | Comprehension Application | A,B | n/a |
| **Punctuation** | Identify and apply the rules of punctuation in published texts and writing. | Comprehension Application | A,B | n/a |
| **Spelling** | Identify and apply the rules of spelling in published texts and writing. | Comprehension Application | A,B | n/a |

## KEY COMPONENTS

**LEARNING TARGETS (incremental learning target by week)**

- Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing.
- Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing.
- Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing.
- Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing.
- Identify correct and incorrect use of pronouns and their antecedents in writing.
- Correctly use various pronouns and their antecedents in writing.

**KEY VOCABULARY**

- Commas
- Parentheses
- Dashes/ Hyphens
- Nonrestrictive elements
- Parenthetical elements
- Genres

**ESSENTIAL QUESTION(S)**
- What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements?
- When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off **nonrestrictive or** parenthetical elements?
- When do you use dashes to set off nonrestrictive or parenthetical elements?
- How are commas used correctly in writing? How are apostrophes used correctly in writing?
- How are quotation marks correctly used in writing?
- What is a colon? How are colons used correctly in writing? What is a semicolon?
- How are semicolons used correctly in writing?

**PRIOR KNOWLEDGE**
- Grammar
- Commas
- Parentheses
- Dashes/ Hyphens

| FORMATIVE ASSESSMENT | SUMMATIVE ASSESSMENT |
| --- | --- |
| Quizizz<br>Quizlet<br>Entrance Slips<br>Observation<br>Participation | I-Ready Mastery<br>Standards Mastery<br>Unit Assessment<br>Projects |

## ACTIVITIES & RESOURCES

Read 180
Nearpod
Quizizz
Quizlet
Gimkit
Edpuzzle
NewELA
Commonlit
Wordwall
Boom Cards
Wordly Wise
Readworks
Savvas
iReady

## RTI

Extended time
Reduced Questions
Peer Helpers
Fewer answer choices
Small Group
Reteach

## EXTENSION OPPORTUNITIES

Board Games
Group Activities
Small groups
Student-led activities