

CASD English Language Arts 6th Grade Curriculum Map

Reading, Writing, Speaking and Listening

6/28/2016

Chambersburg Area School District

Reading Workshop Launch

This standard supports students in demonstrating the ability to read and comprehend literature, literary nonfiction, and informational text on grade level.

Beginning of Year

CC.1.3.6.K- Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.2.6.L- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Objectives

- Students will select books in a good Lexile range that they can understand when they read independently.
- Students will become familiar with the structure of Readers' Workshop.
- Students will learn to transition during Readers' Workshop.
- Students will organize a Reader's Notebook and use it to be a successful reader.
- Students will use the annotation strategy to keep track of their thinking while reading.

Guiding Question and Prompts

- What are strategy groups?
- What is the signal for transitioning during Readers' Workshop?
- Where can students read independently in the classroom?
- What is reading stamina?
- What should a Reader's Notebook look like?
- What are annotations?
- Turn and talk and discuss how annotations help us keep track of our thinking.

Possible Reading Tasks

TEACHER

- Model selecting a book from the classroom library.
- Discuss Lexile range.
- Review IPICK strategy.
- Discuss the parts of reading workshop
- Explain Expectations for transitions and behaviors during reading workshop
- Model Annotating using "Transitioning to Middle School" Article

GUIDED PRACTICE

- Book Shopping among different lexiled books
- Organize Reading Binder/Notebook- Possible Binder Sections: Daily Practice, Current Unit, Resources, Vocabulary, Data, Anchor Charts

INDEPENDENT PRACTICE

- Graph previously given Lexile score.
- Build independent reading stamina
- Practice Workshop Transition Movements

OTHER

Materials / Recommended Titles	Possible Writing Tasks
MATERIALS • Lexile Graph • Lexile Video: https://www.lexile.com/about-lexile/lexile-video/ • IPICK Anchor Chart • Expected Behavior Anchor Chart • Students Independent Reading Books • Sample Reader's Notebook/Binder • Binder Resource Materials: ○ Fiction/Nonfiction ○ Genre Overview ○ Commonly Misspelled Words ○ 100 Savvy "Said" Substitutions ○ Character Traits ○ Help Sheets ○ Vocabulary Glossary • Annotation Anchor Chart RECOMMENDED TITLES • "Transitioning to Middle School" Article	

Vocabulary Acquisition Use

This standard supports students in demonstrating an understanding of vocabulary and figurative language in informational text and literature.

MP #1-4

CC.1.2.6.F & CC.1.3.6.F – Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

Objectives

- Students will determine the meaning of unknown multiple meaning words and phrases using a range of strategies.
- Students will use context as a clue to the meaning of a word or phrase.
- Students will use common Greek or Latin affixes and roots as clues to the meaning of a word.
- Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will interpret figurative language in context.
- Students will use the relationship between words to better understand each of the words.
- Students will distinguish among the connotations of words with similar denotations.

Guiding Question and Prompts

- Literature
 - Which words or phrases contribute the most to the meaning or tone of a text?
 - Which words have different figurative or connotative meanings?
 - How does the author's choice of words affect the meaning and tone of the text?
- Informational Text
 - Which words or phrases contribute the most to the meaning or tone of a text?
 - Which words have different figurative or connotative meanings?
 - Which words are used according to their technical meaning in this context?
- Language Considerations
 - Listen to this use of figurative language. What do you think it means? What is the author comparing / altering? What would the literal meaning be?
 - Here's a use of a word that I think has connotative meanings. What personal or cultural meanings would you say are attached to this word? What emotions do you associate with this word? How does it contribute to the meaning / tone?
 - What exactly does this word mean in this context? How are we to use this information?
 - Let's look for the most critical words to understand from this text? Let's look at each use of the word. What

	does the surrounding context help us understand? Is there a definition in the text?
Possible Reading Tasks <u>TEACHER</u> • Review using Simile/Metaphor PowerPoint • Show examples of alliteration using YouTube clips • Use songs to identify objects being personified, the human characteristic, and why the author would use the description. • Model finding pieces of imagery using the passage “Summer” • Show video on symbolism • Model symbolism completing the storyboard using the American Flag. • Discuss denotation and connotation using Smart Notebook file • Discuss Denotation / Connotation Anchor Chart • Model how to complete “Figurative Language Hunt” sheet <u>GUIDED PRACTICE</u> • Use poem “The Lighthouse” identifying similes and metaphors and discuss how the similes enhance the text • Practice identifying similes and metaphors in poems by highlighting them in different colors • Identify alliteration in poems • Use poem “Dark Clouds” and complete Personification Analysis Graphic Organizer • Have students visualize while reading examples of imagery aloud. • Students can practice symbolism by completing the storyboard for the stop sign. • In partners, complete “Figurative Language Hunt” sheet • Turn and Talk and discuss symbolism in <u>Watsons</u> chapter 15 and the rest of the book. <u>INDEPENDENT PRACTICE</u> • Practice identifying similes and metaphors in poems by highlighting them in different colors • Identify alliteration in poems • Students can search for figurative language examples in independent reading books. • Students can find examples of imagery independently using the poem “I Wandered Lonely as a Cloud” • Students can practice symbolism by completing the storyboard for the stop sign. • Students complete Denotation / Connotation Independent Practice Sheet • Use “Figurative Language Hunt” sheet with independent reading book <u>OTHER</u>	

Materials / Recommended Titles MATERIALS • Simile Metaphor Review Powerpoint • Alliteration Tongue Twisters https://youtu.be/ZhrY5ZCYtlU • Alliteration Songs https://youtu.be/sBoDKpuRjDY • Personification Songs https://youtu.be/xrlSNHzl6mY • Personification Analysis Graphic Organizer • Symbolism Video (stop at 1:10) https://.youtube.com/watch?v=l-9hBPyRLG8 • Symbolism Handout • Connotation / Denotation Smart Notebook File • Connotation / Denotation Anchor Chart • Connotation / Denotation Independent Practice Sheet • Figurative Language Hunt Sheet RECOMMENDED TITLES • Poems ○ "The Lighthouse" ○ "Queen Nefertiti" ○ "October" ○ "Firework" ○ "An Ocean of Memories" ○ "Monday Morning Moaning" ○ "Earth Worms" ○ "Spinning Dry" ○ "The Butterfly Flutters By" ○ "Monday Morning" ○ "Dark Clouds" ○ "Storm at Sea" ○ "I Wandered Lonely as a Cloud" • Passages ○ "Summer" • Novels ○ <u>The Watsons Go to Birmingham</u>	Possible Writing Tasks • CC.1.4.6.S: Chapter 15 <u>Watsons</u> Reading Response?
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CASD Sixth Grade ELA Curriculum

▪ Chapter 3 ▪ Chapter 4 ▪ Chapter 5 ▪ Chapter 6 ▪ Chapter 7 ▪ Chapter 15	
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Vocabulary Acquisition Use

This standard supports students in demonstrating an understanding of vocabulary and figurative language in informational text and literature.

MP #1-4

CC.1.2.6.J & CC.1.3.6.J – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Objectives

- Students will determine the meaning of unknown multiple meaning words and phrases using a range of strategies.
- Students will use context as a clue to the meaning of a word or phrase.
- Students will use common Greek or Latin affixes and roots as clues to the meaning of a word.
- Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will interpret figurative language in context.
- Students will use the relationship between words to better understand each of the words.
- Students will distinguish among the connotations of words with similar denotations.

Guiding Question and Prompts

- What are those academic words or phrases you hear most often when writing about or discussing a text or topic?
- What are the words specific to Language Arts- that you must learn and use accurately when reading, writing about, or discussing the content of this class?
- What techniques work best for you to gather, learn, and remember words when studying a new or difficult subject?

Possible Reading Tasks

TEACHER

- Expose students to common core vocabulary terms
- Use “Watsons” Vocabulary Graphic Organizer to introduce vocabulary

GUIDED PRACTICE

INDEPENDENT PRACTICE

OTHER

- Power Decoding Strategy
- Visualization Vocabulary Strategy
- Frayer Model
- Annotation Strategies

Materials / Recommended Titles

MATERIALS

- Frayer Model Vocabulary Template
- Prefix Anchor Chart
- Suffix Anchor Chart

Possible Writing Tasks

• Annotation Anchor Chart • Common Core Vocabulary PowerPoint • Common Core Vocabulary Glossary • “Watsons” Vocabulary Graphic Organizer <u>RECOMMENDED TITLES</u> • “Floating Gardens” • “Tenochtitlan: Clean”	
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Vocabulary Acquisition and Use

This standard supports students in demonstrating an understanding of vocabulary and figurative language in informational text and literature.

MP #1, 4

CC.1.2.6.K & CC.1.3.6.I- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading content, choosing flexibly from a range of strategies and tools.

Objectives

- Students will determine the meaning of unknown multiple meaning words and phrases using a range of strategies.
- Students will use context as a clue to the meaning of a word or phrase.
- Students will use common Greek or Latin affixes and roots as clues to the meaning of a word.
- Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will interpret figurative language in context.
- Students will use the relationship between words to better understand each of the words.
- Students will distinguish among the connotations of words with similar denotations.

Guiding Question and Prompts

- What are the key moments in the story?
- How do the characters respond or change as the plot develops over time?
- How are the series of events in the story organized?
- How does the plot unfold?
- How does the main character respond to challenges over the course of the text?

Possible Reading Tasks

TEACHER

- Model completing the multiple meaning word graphic organizer.

GUIDED PRACTICE

- Multiple Meaning Word activities

INDEPENDENT PRACTICE

OTHER

Materials / Recommended Titles

MATERIALS

- Multiple Meaning Word Graphic Organizer
- List of Multiple Meaning Words

RECOMMENDED TITLES

Possible Writing Tasks

Reading Informational Text- Key Ideas and Details, Main Idea

This standard supports students in demonstrating an understanding of key ideas and details in informational texts.

MP #2, 3, 4

CC.1.2.6.A- Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Objectives

- Students will determine a central idea of a text.
- Students will determine how a central idea is conveyed through relevant details.
- Students will provide a summary without personal opinions or judgments.

Guiding Question and Prompts

- What key idea and theme does the author introduce and develop?
- What specific details does the author use to convey this idea?
- What details and facts must a summary of the text include (that offer no opinion or judgment)?
- What is a central idea in this text/section?

Possible Reading Tasks

TEACHER

- Model completing the Segregation Graphic Organizer while reading “What is Segregation?”
- Model writing a central idea sentence

GUIDED PRACTICE

- Have students discuss the following question: “Why do you think segregation was put into practice?”
- Use “Jig-Saw” strategy to analyze “Letter from a Birmingham Jail”. Students should summarize and give meaning of what Dr. King said.
- Complete Central Idea Development Graphic Organizer when hearing different sections of “Letter from a Birmingham Jail”
- Determine central idea after discussion

INDEPENDENT PRACTICE

OTHER

- Summarize given articles
- Annotation Strategies

Materials / Recommended Titles

MATERIALS

RECOMMENDED TITLES

- “Aztec Food and Drink”
- “Cuzco: City of Gold”
- “Differences Between Aztecs and Incas”
- “Aztec History”

Possible Writing Tasks

• “What is Segregation” • “Letter from a Birmingham Jail” • “What is Immigration?” • “Merry-Go Round” by Langston Hughes • PBS “Birmingham 1963” video • “Ballad of Birmingham” by Dudley Randall • Biography Channel video- 16th Street Church Bombing • “Immigration” (ReadWorks) • National Geographic Video “What ‘Lady Liberty’ and Ellis Island Mean Today” • “Paula, Student (2016)” poem from <u>Hopes and Fears</u>: Voices from Ellis Island	
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<u>Reading Informational Text- Key Ideas and Details, Main Idea</u> This standard supports students in demonstrating an understanding of key ideas and details in informational texts. MP #1	
CC.1.2.6.B- Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.	
Objectives Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	Guiding Question and Prompts - What happens or is said in this text? - What piece of evidence supports your inference as to the explicit meaning of the text? - Now that we have read with a focus on the story being told/the key ideas and details, let's read again with our specific purpose in mind. - What is our purpose? What will our evidence look like? How could I mark/highlight/take notes to help focus on the information we need? - Let's articulate what we have found in relation to our purpose.
Possible Reading Tasks <u>TEACHER</u> <u>GUIDED PRACTICE</u> <u>INDEPENDENT PRACTICE</u> <u>OTHER</u>	
Materials / Recommended Titles <u>MATERIALS</u> <u>RECOMMENDED TITLES</u> - Immigration Articles - Poverty Articles	Possible Writing Tasks

Reading Informational Text- Key Ideas and Details, Text Analysis

This standard supports students in demonstrating an understanding of craft and structure in informational texts.

MP #1, 2, 4

CC.1.2.6.C- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Objectives

- Students will analyze in detail how a key individual is introduced, illustrated, or elaborated in a text by using examples, anecdotes, or sequence of steps.
- Students will analyze in detail how a key event is introduced, illustrated, or elaborated in a text by using examples, anecdotes, or sequence of steps.
- Students will analyze in detail how a key idea is introduced, illustrated, or elaborated in a text by using examples, anecdotes, or sequence of steps.

Guiding Question and Prompts

- What are the key moments, characters, or ideas in the story?
How does the author introduce or develop this idea, event, or person? How does this idea, event, or person evolve over the course of the text?
- How is an individual introduced, illustrated, and elaborated?
- How is an event introduced, illustrated, and elaborated?
- How is an idea introduced, illustrated, and elaborated?

Possible Reading Tasks

TEACHER

GUIDED PRACTICE

INDEPENDENT PRACTICE

OTHER

- Seedfolks Plot
- Seedfolks STEAL

Materials / Recommended Titles

MATERIALS

RECOMMENDED TITLES

- Seedfolks

Possible Writing Tasks

CC.1.4.6.M: Students write their own narratives focusing on evolving characters.

Reading Informational Text- Craft and Structure, Point of View

This standard supports students in demonstrating an understanding of connections within, between, and/or among informational texts.

MP #2, 4

CC.1.2.6.D- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Objectives

- Students will determine an author's point of view or purpose in a text.
- Students will explain how the author's point of view or purpose is conveyed in a text.

Guiding Question and Prompts

- What is the subject of this text?
- What is the author's point of view or purpose regarding this subject? How can we tell?
- What techniques or devices does the author use to develop the point of view or achieve this purpose? For example, what images/facts/examples/data are chosen?
- What words are used to describe or convince?

Possible Reading Tasks

TEACHER

- Review "PIE"
- Create Author's Purpose Anchor Chart
- Model identifying author's purpose by providing evidence / reasoning
- Discuss characteristics of each purpose such as key words and phrases use highlighting strategy.

GUIDED PRACTICE

- Partner Activity: sort passages into the correct author's purpose

INDEPENDENT PRACTICE

- Identify author's purpose of passage on student level and provide evidence

OTHER

Materials / Recommended Titles

MATERIALS

- Author's Purpose Anchor Chart

RECOMMENDED TITLES

- **Persuade**
- "The Best Health Drink of All"
- "Time is Money"
- "School Board"
- "Let's Build a Park" BL

Possible Writing Tasks

• “Ice Leaves Audience Cold” OL • “Are Violent Video Games Harmful?” AL • Inform • “Hit the Penny” • “What’ll It Be: Tacos or Pizza?” • “Peanut Butter Ice Cream Pie” • “The King’s Things” BL • “The Earth Heats Up” OL • “Creatures of the Deep” AL • Entertain • “A Successful Run” • “Getting Game” • “English Report” • “Because of Winn Dixie” BL • “Freak the Mighty” OL • “Escape from Memory” AL • Misc. • “Are We Ready for Driverless Cars?” • “Headers and Memory Loss” • “Letter from Jackie Robinson to President Dwight D. Eisenhower” • Chief Joseph, Lincoln Hall Speech, Washington DC, 1879 • “Columbus Controversy” • “Captive Primate Welfare Issues”	
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Reading Informational Text- Craft and Structure, Text Structure

This standard supports students in demonstrating an understanding of connections within, between, and/or among informational texts.

MP #2

CC.1.2.6.E- Analyze the author's structure through the use of paragraphs, chapters, or sections.

Objectives

- Students will analyze how a particular sentence fits into the overall structure of a text and how it contributes to the development of ideas.
- Students will analyze how a particular paragraph fits into the overall structure of a text and how it contributes to the development of ideas.
- Students will analyze how a particular chapter fits into the overall structure of a text and how it contributes to the development of ideas.
- Students will analyze how a particular section fits into the overall structure of a text and how it contributes to the development of ideas.
- Students will analyze how a particular text feature fits into the overall structure of a text and how it contributes to the development of ideas.

Guiding Question and Prompts

- Which component- a sentence, paragraph, chapter, or section- contributes most to the development of ideas in the text? How does this particular sentence/paragraph/chapter/section fit into the structure? What is its purpose?
- How does this specific component help to develop the author's ideas?
- What is this text/chapter about? How is it set up? How is the information structured?

Possible Reading Tasks

TEACHER

- Model how a sentence in a passage contributes to the meaning of the text.
- Model how a paragraph in a passage contributes to the overall meaning.

GUIDED PRACTICE

INDEPENDENT PRACTICE

OTHER

Materials / Recommended Titles

MATERIALS

- Text Structure PowerPoint

RECOMMENDED TITLES

Possible Writing Tasks

Reading Informational Text- Integration of Knowledge and Ideas, Diverse Media

This standard supports students in demonstrating an understanding of connections within, between, and/or among informational texts.

MP #2

CC.1.2.6.G- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Objectives

- Students will analyze how a particular sentence fits into the overall structure of a text and how it contributes to the development of ideas.
- Students will analyze how a particular paragraph fits into the overall structure of a text and how it contributes to the development of ideas.
- Students will analyze how a particular chapter fits into the overall structure of a text and how it contributes to the development of ideas.
- Students will analyze how a particular section fits into the overall structure of a text and how it contributes to the development of ideas.
- Students will analyze how a particular text feature fits into the overall structure of a text and how it contributes to the development of ideas.

Guiding Question and Prompts

- What is the subject of the written text- and what does that text say about it?
- What key ideas and information can you draw from the media, quantitative, or visual formats used to convey other aspects of this subject or issue?
- How is the content presented?
- Summarize the text using both what we read and what we learned from the illustrations/images/clips.

Possible Reading Tasks

TEACHER

- KWL Chart of 1940 WWII Time Period
- Model taking notes from a website (Air Raid Tab on site)
- Demonstrate how to cite evidence and add it to the document
- Show Segregation video

GUIDED PRACTICE

- Students work in pairs to take notes on a separate piece of information from same site
- Complete Segregation Graphic Organizer while watching video

INDEPENDENT PRACTICE

OTHER

Materials / Recommended Titles

MATERIALS

- KWL Charts
- Computers/Laptops
- <http://primaryhomeworkhelp.co.uk/war/index.htm>
- CAMS North Library Project Website

Possible Writing Tasks

- CC1.4.6.V: WWII Partner Short Research Question- Students in partners create a word document that includes a picture, central idea, purpose of text, and a summary.
- CC.1.4.6.V: 1960's Related Topic Short Research Question- Students will access an article and video clip, compose a

• 1960's Mini Research Note Sheet • Segregation Video: https://www.youtube.com/watch?v=-0ID37bg8YI <u>RECOMMENDED TITLES</u> • "What is Segregation?" • "Merry-Go Round" by Langston Hughes • PBS "Birmingham 1963" video • "Ballad of Birmingham" by Dudley Randall • Biography Channel video- 16th Street Church Bombing • "Immigration" (ReadWorks) • National Geographic Video "What 'Lady Liberty' and Ellis Island Mean Today" • "Paula, Student (2016)" poem from <u>Hopes and Fears</u>: Voices from Ellis Island	central idea and summarize important information, compose a quick sketch to symbolize their topic • CC.1.4.6.J: Argumentative/Opinion Prompt: Which aspect of segregation would bother you the most? Explain.
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Reading Informational Text- Integration of Knowledge and Ideas, Evaluating Arguments

This standard supports students in demonstrating an understanding of connections within, between, and/or among informational texts.

MP #2

CC.1.2.6.H- Evaluate an author's argument by examining claims and determining if they are supported by evidence.

Objectives

- Students will evaluate the argument and specific claims in a text.
- Students will distinguish claims that are supported by reasons and evidence and those claims that are not.
- Students will distinguish the difference between facts and opinions.
- Students will identify bias used in an argument.

Guiding Question and Prompts

- What argument and claims does this text make- and how do these evolve as you trace them from beginning to end?
- Which claims are supported by reasons and evidence- and which are not?
- What criteria should you apply when evaluating the argument and claims?
- Is there more than one argument presented?
- Are alternate claims presented?

Possible Reading Tasks

TEACHER

- Use Fact Opinion Big 12 PowerPoint as BRIEF review. NOTE- Do not use all slides.
- Model- Use "Mud Day" to identify claim and complete Evaluating Claims Graphic Organizer

GUIDED PRACTICE

- Use "Japanese Poetry" to identify claim, differentiate fact from opinion, and complete reflection question (Evaluating Claims Graphic Organizer)

INDEPENDENT PRACTICE

OTHER

- Students can complete "Navajo Code Talkers" completing the Evaluating Claims Graphic Organizer
- Analyze and Paraphrase Speeches: "Blood, Toil, Sweat, and Tears", Bush's Speech, FDR Fireside Chat
- Compare and Contrast Churchill and Bush Speeches

Materials / Recommended Titles

MATERIALS

- "Fact Opinion Big 12" PowerPoint
- Evaluating Claims Graphic Organizers
- Churchill Speech Background:
<http://www.youtube.com/watch?v=JvGlnwC0ptw>
- Churchill Biography: <http://www.biography.com/people/winston-churchill-9248164/videos/winston-churchill-the-british-bulldog-2197302924>
- Churchill Speech

Possible Writing Tasks

• Bush Speech <u>RECOMMENDED TITLES</u> • Churchill Speech “Blood, Toil, Sweat, and Tears” • “Mud Day” • “Japanese Poetry” • “Navajo Code Talkers” • “Headers and Memory Loss” (Ornes 2013) • “Should Carline Be Allowed to Play Football?” (TweenTribune 2013) • “Columbus Controversy” (history.com) • “Captive Primate Welfare Issues” (Humane Society 2012) • “Summer: 15 days or 2 ½ Months?” (Writesource)	
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Reading Informational Text- Integration of Knowledge and Ideas, Evaluating Arguments

This standard supports students in demonstrating an understanding of connections within, between, and/or among informational texts.

MP #2

CC.1.2.6.I- Examine how two authors present similar information in different types of text.

Objectives

- Students will compare and contrast one author's presentation of event with that of another author's.

Guiding Question and Prompts

- Which subjects do these two texts explore?
- How does the treatment of the subject differ in the two different accounts?
- Identify a specific event or set of events that both texts address.
- What is each author's point of view or purpose?
- Summarize an event as presented by each author, Include key images, facts, examples, and/or data.
- What unique insights did you gain from each text?

Possible Reading Tasks

TEACHER

GUIDED PRACTICE

INDEPENDENT PRACTICE

OTHER

- Compare segregation video, poem, article
- Compare 16th Street Bombing video and poem

Materials / Recommended Titles

MATERIALS

RECOMMENDED TITLES

- The Life of Sojourner Truth
 - The Narrative of Sojourner Truth*
(<http://digital.library.upenn.edu/women/truth/1850/1850.html#12>)
 - Sojourner Truth* by Peter and Connie Roop
- "Merry-Go Round" by Langston Hughes
- "What is Segregation?"
- PBS "Birmingham 1963" video
- "Ballad of Birmingham" by Dudley Randall
- Biography Channel video- 16th Street Church Bombing
- "Immigration" (ReadWorks)

Possible Writing Tasks

• National Geographic Video “What ‘Lady Liberty’ and Ellis Island Mean Today” • “Paula, Student (2016)” poem from <u>Hopes and Fears</u>: Voices from Ellis Island	
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Reading Informational Text- Range of Reading

This standard supports students in demonstrating the ability to read and comprehend literary nonfiction and informational text on grade level.

MP #2-4

CC.1.2.6.L- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Objectives

- Students will independently read and comprehend nonfictional literature and informational text on my grade-level.

Guiding Question and Prompts

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Possible Reading Tasks

TEACHER

GUIDED PRACTICE

INDEPENDENT PRACTICE

OTHER

- Annotation

Materials / Recommended Titles

MATERIALS

- Annotation Anchor Chart

RECOMMENDED TITLES

- "The World at War"
- "Intro to World War II" Part 1
- "Intro to World War II" Part 2
- "Intro to World War II" Part 3

Possible Writing Tasks

Reading Literature- Key Ideas and Details, Theme

This standard supports students in demonstrating an understanding of key ideas and details in literature.

MP #3-4

CC.1.3.6.A- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Objectives

- Students will determine a theme or central idea of a text.
- Students will determine how a theme or central idea is conveyed through relevant details.
- Students will provide a summary without personal opinions or judgments.

Teacher Notes:

- Big Idea Examples = greed, cooperation, helping others, creativity
- Theme Statement Example = When people work together, everyone can benefit.

Guiding Question and Prompts

- What key idea and theme does the author introduce and develop? What specific details does the author use to convey this idea?
- What specific details does the author use to convey this idea?
- What details and facts must a summary of the text include) that offer no opinion or judgment)?
- With stories, thinking through the plot can help us summarize the details. What are the circumstances of the main character at the beginning? How does the action begin? What conflicts or barriers does the main character encounter? What is the climax or turning point? How is the conflict sorted out and resolved? What did the character learn through the experience?

Possible Reading Tasks

TEACHER

- Recall definition of theme referring to theme anchor chart
- Model identifying theme using “The Disobedient Child”
- Model turning big ideas into theme statements using “Poem of Stone Soup” & “Nail Soup”
- Discuss that passages might have different possible themes
- Model citing evidence in the Theme Development Graphic Organizer
- Discuss the theme topic of Watsons chapter 9 as “Stereotypes”
- Discuss “Stereotypes”

GUIDED PRACTICE

- Have students practice writing theme statements (state theme and give evidence to support it)
- Students may complete item sampler questions dealing with “Stone Soup”
- Listen to *The Watsons Go to Birmingham* 1963 chapter 1 and complete Theme Development Graphic Organizer
- Students create theme paragraphs based from Theme Development Graphic Organizers

- Students cite evidence on their Theme Development Graphic Organizer <u>INDEPENDENT PRACTICE</u> - Students complete Maya Myth Activity - Students find a big idea and turn into theme statement using independent reading book. "Nail Soup" and "Stone Soup" TDA <u>OTHER</u> - Compare and Contrast theme of "Past Present Future" & "Eleven"	
Materials / Recommended Titles <u>MATERIALS</u> - Theme PowerPoint - Theme Anchor Chart - Poem of "Stone Soup" Item Sampler Questions "Nail Soup" - YouTube Picture Books <i>The Watsons Go to Birmingham</i> <i>The Watsons Go to Birmingham</i> Audio CD - Theme Development Graphic Organizer - Reading Response Stereotype Slide <u>RECOMMENDED TITLES</u> "The Disobedient Child" "Maya Myth" "Poem of Stone Soup" <u>The Watsons Go to Birmingham</u> - Chapter 4 - Chapter 5 - Chapter 9 - Chapter 13	Possible Writing Tasks - CC.1.4.6.N: Have students write a narrative paragraph displaying a given theme. - CC.1.4.6.O: Write theme paragraphs - CC.1.4.6.H & I: Argumentative/Opinion Prompt- Stereotypes are common misconceptions or assumptions that a group of people believe. Answer why or why not the stereotypes on the slide may or may not be valid. - CC.1.4.6.P: Narrative Prompt- Describe a time when you had to have courage. - CC.1.4.6.S: <u>Watsons</u> TDA: What is the overall theme?

Reading Literature- Key Ideas and Details, Text Analysis

This standard supports students in demonstrating an understanding of key ideas and details in literature.

MP #1, 2, 4

CC.1.3.6.B- Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

Objectives

- Students will describe how the plot unfolds in a story, drama, or poem.
- Students will describe how a character responds or changes as the plot moves towards a resolution.
- Students will visualize the setting of the passage based on text evidence.
- Students will create a picture of the setting based on text evidence.
- Students will analyze a text and cite evidence to explain characterization.
- Students will cite evidence to explain characterization.
- Students will use text evidence and his/her own scheme to make inferences about the setting of the mentor text and independent text.
- Students will make generalizations using text evidence.
- Students will use key words to identify and create generalizations.
- Students will create generalizations about a setting based on evidence in the text.

Guiding Question and Prompts

- What are the key moments in the story?
- How do the characters respond or change as the plot develops over time?
- How are the series of events in the story organized?
- How does the plot unfold?
- How does the main character respond to challenges over the course of the text?
- What clues did the author provide?
- What is an inference?
- How is schema and evidence used to make an inference?
- How do I make generalizations on a text with accuracy?

Possible Reading Tasks

TEACHER

- Introduction to Inferencing: Inference Card Activity
- Model completing Inference Graphic Organizer
- Break apart and study the word “generalization”
- Discuss/Create Generalization Anchor Chart
- Introduce Generalizations by using Generalizations PowerPoint
- Model making a generalization by using first paragraph of “Sae Young” from Seedfolks.
- Model how to complete Generalization Chart
- Setting Generalization- model a think aloud reading aloud paragraph 5 in chapter “Sae Young” from Seedfolks. ‘My generalization will be...contests are usually a good way to motivate people.’ Model how to complete Generalization Chart
- Model explicit information and inferencing with the use of riddles, “Great Barrier Reef”
- Create an inference anchor chart.
- Model completing the Graphic Organizer Inferring Practice Sheet using poems

- Pose questions for text connections
- Think Aloud: Watsons chapter 11 “Can I infer what Momma thinks about Mr. Roberts? Cite evidence.

GUIDED PRACTICE

- Sketch visualization of setting
- Turn and Talk to compare visualization sketches
- Partners make two inferences about Virgil and/or his dad in Seedfolks- focus on internal and external traits.
- “Sae Young” from Seedfolks paragraphs 2, 3, and 4 complete Generalization Chart
- Partners read “Sae Young” chapter and make at least one generalization about the setting and/or how the setting affects the characters/plot.
- Students can practice inferencing with leveled poems.
- Students turn and talk about Watsons beginning setting (Flint, Michigan)

INDEPENDENT PRACTICE

- Independent Read- visualization sketch based on evidence
- Complete Inference Graphic Organizers with independent reading books
- Students can complete a Generalization Chart using independent reading book
- Students develop one generalization about the setting of their independent reading books.
- Students can practice inferencing with leveled poems.

OTHER

- Compare and Contrast different poems
- Compare and Contrast settings in Watsons using a Venn Diagram

Materials / Recommended Titles

MATERIALS

- Inference Cards
- Inference Graphic Organizers
- Inference Independent Practice Worksheet
- Generalization Anchor Chart
- Making Generalizations Powerpoint
- Generalization Charts
- Setting Visualization Sketch Rubric
- Inference Graphic Organizer
- Library and Dog Riddle
- Leveled Poems for Inferencing
- Inference Anchor Chart

Possible Writing Tasks

- CC.1.4.6.S & CC.1.4.6.J: Seedfolks TDA “Which character was affected the most by getting involved in the garden?”
- CC.1.4.6.S: Poetry TDA “How does the narrator convey his thoughts and feelings about his situation in the poem?”
- CC.1.4.6.B & C: Informative Prompts
 - How does music affect our lives today?
 - Why do we favor one form of music over another?
 - How does music affect you as you listen to it?
- CC.1.4.6.S: Watsons TDA “When Byron meets Grandma Sands, why does his entire attitude disappear? Cite evidence.

• Venn Diagram or Top Hat Graphic Organizers <u>RECOMMENDED TITLES</u> • <u>Seedfolks</u> ○ “Ana” ○ “Wendell” ○ “Virgil”- Inference Graphic Organizer ○ “Sae Young”- Generalization Chart • “Great Barrier Reef” – inferring • “There’s a Mission Today”- inferring • “Can You Take It?”- inferring • <u>The Watsons Go to Birmingham</u> ○ Chapter 4 ○ Chapter 5 ○ Chapter 8 ○ Chapter 11 ○ Chapter 12	
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Reading Literature- Key Ideas and Details, Literary Elements

This standard supports students in demonstrating an understanding of key ideas and details in literature.

MP #1, 4

CC.1.3.6.C – Describe how a particular story or drama’s plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.

Objectives

- Students will describe how the plot unfolds in a story, drama, or poem.
- Students will describe how a character responds or changes as the plot moves towards a resolution.
- Students will explain how the setting contributes to the plot of the passage.
- Students will differentiate between direct and indirect characterization.
- Students will apply characterization using the mentor text.
- Students will explain how a character’s actions affect the plot of a story.
- Students will make generalizations about characters based upon the internal responses and external behaviors of that character.

Guiding Question and Prompts

- What are the key moments in the story?
- How do the characters respond or change as the plot develops over time?
- How are the series of events in the story organized?
- How does the plot unfold?
- How does the main character respond to challenges over the course of the text?
- What do you know about character traits?

Possible Reading Tasks

TEACHER

- Consider the following examples: How would “Frosty the Snowman” be different if it took place in South America? How would The Hunger Games be different if it took place in the present or in years past? How is the environment different at a football game vs. a weak team as opposed to a game vs. your biggest rival?
- Create STEAL Anchor Chart
- View Characterization Powtoon
- Read Aloud Crickwing and model completing STEAL chart
- Think Aloud: What generalizations can I make about Curtis?
- Explain how internal responses and external behaviors relate to STEAL

GUIDED PRACTICE

- Group Discussion: Group discusses either Gonzalo or Tio Juan and creates a list of ways that the character’s life would be different if the setting changed.
- Read “Curtis” chapter and complete Generalization Chart about Characters
- Read Watsons chapter 2 and complete STEAL Graphic Organizer
- Turn and Talk sharing answers from graphic organizers

INDEPENDENT PRACTICE

- Exit Ticket: Using independent reading book, create a list of ways that your book would be different if the setting was different. Include at least

one example each for time, place, and environment. - Students use independent reading books to complete STEAL chart OTHER - Complete some of STEAL chart after reading “Leona” from <u>Seedfolks</u>. - Complete STEAL chart after reading “Sam” from <u>Seedfolks</u>. - Analyze a character’s thoughts and actions	
Materials / Recommended Titles <u>MATERIALS</u> - STEAL Anchor Chart - Characterization Powtoon - STEAL Graphic Organizers - List of Character Traits <u>Seedfolks</u> Audio CD - Independent Reading Book Exit Ticket <u>RECOMMENDED TITLES</u> <u>Seedfolks</u> “Gonzalo” “Leona” “Leona” “Sam” “Curtis” <u>Crickwing</u> by Janell Canon <u>Verdi</u> by Janell Canon <u>Stellaluna</u> by Janell Canon <u>The Watsons Go to Birmingham</u> - Chapter 2 - Chapter 6	Possible Writing Tasks CC.1.4.6.O: Short Narrative: Chapter 6 <u>The Watsons Go to Birmingham</u>- If you were Kenny, explain what your internal responses and external behaviors would be toward Byron.

Reading Literature- Craft and Structure, Point of View

This standard supports students in demonstrating an understanding of craft and structure in literature.

MP #1, 4

CC.1.3.6.D – Determine an author’s purpose in a text and explain how it is conveyed in a text.

Objectives

- Students will determine an author’s purpose in a text.
- Students will explain how an author’s purpose is conveyed in a text.
- Students will explain how an author develops the point of view of the narrator or speaker in a text.
- Students will describe the effectiveness of the point of view used by the author.
- Students will infer a character’s feelings using context clues from the text.
- Students will discuss how a story would change if written in a different point of view.

Guiding Question and Prompts

- What point of view did the author choose? Is this first or third person? Why do you think the author chose this point of view? What insights does it allow us?
- How is the point of view of the narrator/speaker developed (as through word choice, description, dialogue, reflection, author commentary, illustrations)? Cite examples.
- What big idea do you think the author thought was important and wanted us to consider?

Possible Reading Tasks

TEACHER

- Hold a discussion about 1st and 3rd person point of view.
- Think Aloud: “A Rainy Monday Morning” find point of view and pull two pieces of evidence to support
- Look at dialogue in Watsons chapter 10 to reveal what they are thinking
- Model completing first part of dialogue graphic organizer

GUIDED PRACTICE

- Using “Structured Debate” groups of students formulate answers based upon their assigned family member’s point of view Make connections on how the arguments in the debate were similar or different

INDEPENDENT PRACTICE

- Read independent reading book while completing Independent Reading Task Worksheet

OTHER

- Practice “A Rainy Monday Morning” Versions 2 and 3 and complete point of view graphic organizer

Materials / Recommended Titles

MATERIALS

Character Development Organizer
 Point of View Graphic Organizer
 Independent Reading Task Worksheet
 “Structured Debate”
 Dialogue Graphic Organizer

Possible Writing Tasks

- CC.1.4.6.D: Informative Prompt: What does it mean to be fair and just? How can we be sure to treat all people fairly?

<u>RECOMMENDED TITLES</u> • Short Stories ○ “The Princess and the Pea” Hans Christian Anderson ○ “Eleven” Sandra Cisneros • Picture Books ○ <i>Encounter</i> by Jane Yolen • Poems ○ “Home” Dorothea Smartt ○ “Gong Gong and Susie” Janet Wong ○ “The Umpire” Gene Fehler ○ “I See You Dancing, Father” Brendan Kennally • Fictional Letter ○ “Letter from a Concentration Camp” Yoshiko Uchida • Novel ○ <u>Seedfolks</u> ▪ “Curtis” ▪ “Nora” focus on Mr. Myles ○ <u>The Watsons Go to Birmingham</u> ▪ Chapter 10 • Passages ○ “A Rainy Monday Morning” ○ “A Rainy Monday Morning” Versions 2 and 3	
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Reading Literature- Craft and Structure, Text Structure

This standard supports students in demonstrating an understanding of craft and structure in literature.

MP #1, 3

CC.1.3.6.E – Analyze how the structure of a text contributes to the development of theme, setting, and plot.

Objectives

- Students will analyze how a particular sentence fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Students will analyze how a particular chapter fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Students will analyze how a particular scene fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Students will analyze how a particular stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- The students will identify the setting of a passage.
- The students will differentiate between time, place, and environment using evidence from the text.
- Students will understand the relationship between how a character feels and how those feelings affect their actions and help develop the plot.

Guiding Question and Prompts

- Stories and Dramas
 - What is the piece about? Let's talk through the structure.
 - How does this particular sentence/chapter/scene fit into the structure? How does it contribute to the development of the theme/setting/plot? What is its purpose?
 - How do characters' feelings change as they move toward the resolution of plot?
 - How does this specific component affect the development of the theme, setting, or plot of this text?
- Poetry
 - What is this poem about? What overall idea, feeling, theme, or message comes to mind?
 - Let's talk through the structure. What stands out about how the poem/stanza looks? How is it set up or organized? How is the content organized?
 - What stands out about how this poem/stanza sounds? What did the author do to make it sound this way?
 - How does this particular sentence/stanza contribute to the meaning?
 - Which component- a sentence or stanza- contributes most to the development of the theme, setting, or plot?
 - How does this specific component affect the development of the theme, setting, or plot of this text?

Possible Reading Tasks

TEACHER

- Create a setting anchor chart detailing time, place, and environment

- Review Plot Diagram and Terminology
- Model taking the events from Seedfolks “Curtis” and apply it to the Character Development Organizer
- View and Listen to as introduction “Plot Rap” <https://www.youtube.com/watch?v=cvDNJK1Gpc4>

GUIDED PRACTICE

- Turn and Talk to share clues the author gives of setting

INDEPENDENT PRACTICE

- Students read independently searching for setting evidence

OTHER

- Collect setting evidence for a graphic organizer
- Use Seedfolks “Nora” and apply it to the Character Development Organizer
- Read either “Maricela” or “Amir” and complete character development organizer; students should be able to discuss how character’s feelings changed as the plot moved towards resolution.

Materials / Recommended Titles

MATERIALS

- Setting Anchor Chart and Flow Chart
- Plot Diagram Fill in the Blank Sheet
- Character Development Organizer
- “Plot Rap” <https://www.youtube.com/watch?v=cvDNJK1Gpc4>

RECOMMENDED TITLES

- “Comparing the Form and Structure of Two Texts: Some Starter Recommendations” List of Resources
- Seedfolks
 - “Kim” chapter- Model a “Think Aloud” about an author’s description of the setting as you visualize it
 - “Curtis”- Character Development Organizer
 - “Nora”- Character Development Organizer
 - “Maricela”
 - “Amir”

Possible Writing Tasks

Reading Literature- Integration and Knowledge and Ideas, Sources of Information

This standard supports students in demonstrating an understanding of integration of knowledge and ideas in literature.

MP #1, 4

CC.1.3.6.G- Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.

Objectives

- Students will listen to the audio version of a text and understand how it affects our understanding of the character.
- Students will compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing the audio, video, or live version.
- Students will contrast what is “seen” and “heard” when reading to what is perceived when listening or watching.

Guiding Question and Prompts

- How is reading a play, poem, or story similar to and different from the experience of listening to or watching a recorded or live performance of it?
- How does the medium or format in which you experience the text affect your understanding or experience of it?
- What similarities and differences do we note when comparing the experience of reading a written text to listening to/viewing it?
- What do we learn about the characters/speaker in key sections? How do we get this information?
- What do we learn about the settings? How do we get this information?
- What mood or tone is created? How?
- What insights did you gain from this version that you did not gain from the other?

Possible Reading Tasks

TEACHER

- Lead a class discussion: Did listening to the audiobook enhance your reading experience? Why or why not?

GUIDED PRACTICE

INDEPENDENT PRACTICE

- Students read the 1963 Birmingham Bombing Timeline independently; compose response explaining reaction to the bombing and the investigations/trials that followed.

OTHER

Materials / Recommended Titles

MATERIALS

- Seedfolks Audio CD

Possible Writing Tasks

- CC.1.4.6.J: Argumentative/Opinion Prompt: Did listening to the audiobook enhance your reading experience? Why or why

• “Some Example Works For Evaluation” List of Possible Resources • <u>The Watsons Go to Birmingham</u> Audio CD • 1963 Birmingham Bombing Timeline <u>RECOMMENDED TITLES</u> • <u>Seedfolks</u> ○ “Curtis” • <u>The Watsons Go to Birmingham</u> ○ Chapter 14	not? • CC.1.4.6.N: Narrative Prompt: From the bombing timeline, write a narrative from the perspective of someone there. • CC.1.4.6.C: Informative Prompt: How does reading both the novel and the nonfiction timeline deepen your understanding of the events?
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Reading Literature- Integration of Knowledge and Ideas

This standard supports students in demonstrating an understanding of connections within, between, and/or among texts.

MP #1, 4

CC.1.3.6.H- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.

Objectives

- Students will compare and contrast different forms and genres of texts in terms of their approaches to themes and topics.
- Students will be able to distinguish that theme is in a story and see how the author developed the theme.
- Students will compare and contrast the theme of two passages.

Guiding Question and Prompts

- What type of text is this?
- How is this text similar to and different in its treatment of specific themes and topics from some other type of text?
- What is a central theme (or topic) running across both texts?
- Summarize the content of each text with just enough detail to show how the theme (or topic) is conveyed. Focus on characters, setting, plot, point of view, words and phrases that stand out, and/or organization. How are the approaches similar and different?

Possible Reading Tasks

TEACHER

- Model- Think Aloud the theme of the passage “Eleven”, cite evidence to support the theme, complete the theme graphic organizer
- Create an Anchor Chart displaying clues in finding theme
- Use the Approach to Common Theme Graphic Organizer to model how authors approach a common theme differently.
- Show video “American Freedom Stories: Bombing of the 16th Street Baptist Church”
- Read poem “Ballad of Birmingham”
- Read Watsons Epilogue and lead group discussion about changes in our society since 1963.

GUIDED PRACTICE

- Partners should read poem “Past, Present, Future” looking for theme and completing them graphic organizer
- Use the Approach to Common Theme Graphic Organizer in partners to practice how authors approach a common theme in the same way.
- Complete Compare and Contrast Theme Development Graphic Organizer
- In partners summarize and interpret a part of “I Have A Dream”
- Create class chart: How is speech similar of different than information presented in the epilogue? What common themes are evident?

INDEPENDENT PRACTICE

- Read “Merry Go Round” and record information in the Segregation Graphic Organizer

OTHER

Materials / Recommended Titles <u>MATERIALS</u> ○ Theme Anchor Chart ○ Theme Development Graphic Organizer ○ Approach to Common Theme Graphic Organizer ○ Segregation Graphic Organizer ○ “American Freedom Stories: Bombing of the 16th Street Baptist Church” http://youtu.be/K5KqCMsHlq0 ○ Compare and Contrast Theme Development Graphic Organizer <u>RECOMMENDED TITLES</u> • Fantasy Novel and Fiction Novel ○ <u>The Devil’s Arithmetic</u> by Jane Yolen ○ <u>Number the Stars</u> by Lois Lowry • Picture Book and Personal Story ○ <u>So Far From the Sea</u> by Eve Bunting ○ <u>Journey to Topaz</u> by Yoshiko Uchida • Picture Book Based on True Story and Poem ○ <u>The Harmonica</u> by Tony Johnston ○ “The Butterfly” by Pavel Friedmann • Passage and a Poem ○ “Eleven” ○ “Past, Present, Future” • Article and Poem ○ “What is Segregation?” ○ “Merry-go-round” by Langston Hughes • Video and Poem ○ The Ballad of Birmingham” ○ “American Freedom Stories: Bombing of the 16th Street Baptist” • Historical Fiction Book and Speech ○ <u>The Watsons Go to Birmingham</u> Epilogue ○ “I Have A Dream”	Possible Writing Tasks • CC.1.4.6.D: Compare Contrast Essay: Describe how the authors approached the theme development in each passage. Be sure to cite specific evidence from the text to support your answer. • CC.1.4.6.S: TDA: 2014 Item Sampler “Nail Soup and “Poem of Stone Soup” • CC.1.4.6.I: Argumentative/Opinion Prompt: If you were a member of the Watson family, how would you feel about obeying segregation laws? Explain your answer. • CC.1.4.6.I: Argumentative/Opinion Prompt: How do the video and poem affect your understanding of the theme and the events of chapter 14 in <u>The Watsons Go to Birmingham</u>? • CC.1.4.6.J: Argumentative/Opinion Prompt: What social issues still need to change in our society? How do you think political leaders and everyday citizens should approach these issues?
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Reading Literature- Range of Reading

This standard supports students in demonstrating the ability to read and comprehend literature on grade level.

MP #1-4

CC.1.3.6.K- Read and comprehend literary fiction on grade level, reading independently and proficiently.

Objectives

- Students will independently read and comprehend fictional literature on his/her grade level.

Guiding Question and Prompts

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Possible Reading Tasks

TEACHER

GUIDED PRACTICE

INDEPENDENT PRACTICE

OTHER

- Annotation

Materials / Recommended Titles

MATERIALS

- Annotation Anchor Chart

RECOMMENDED TITLES

Possible Writing Tasks

Writing- Informative/Explanatory

This standard supports students in demonstrating an ability to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

MP #1-4

CC.1.4.6.A- Write informative / explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

Objectives

- Students will write an informative / explanatory text.
- Students will determine the difference between a Text Dependent Analysis (TDA) and a Writing Prompt.
- Students will correctly identify the type of writing prompt- narrative, argumentative-opinion, or informative/explanatory.
- Students will successfully organize ideas and complete and informative/explanatory piece.

Guiding Question and Prompts

- What is the topic- and your purpose?
- What information and details should you include?
- How should you organize the contents so they convey the full sense of this topic?

Possible Writing Tasks

- Work on Thesis Statements
- Graphic Organizer Set-Up
- Informative Baseline Prompt: Imagine that you could give advice to someone- it could be someone you know personally, a historical figure, or a famous person living today. Write an essay that identifies the person and the advice you would give. Choose a familiar subject so that you can provide details and elaboration that explain why this person needs your advice.
- Ancient civilization research and essay

Materials / Recommended Titles

MATERIALS

- Informative FCA Checklist
- PSSA Informative / Explanatory Rubric
- Sample Graphic Organizers
- TDA OR Prompt? PowerPoint or List

RECOMMENDED TITLES

Teaching Note

Below is a list of possible lessons to teach throughout the year dealing with this type of writing.

- Differences between the prompt styles
- Prompt or TDA?
- Common Vocabulary for informative/explanatory writing
- Requirements
- Discuss a 4 score on the rubric
- Quality over Quantity

Writing- Opinion/Argumentative

This standard supports students in demonstrating an ability to write arguments to support claims with clear reasons and relevant evidence.

MP #1-4

CC.1.4.6.G- Write arguments to support claims.

Objectives

- Students will write an opinion/argumentative text.
- Students will determine the different between a Text Dependent Analysis (TDA) and a Writing Prompt.
- Students will correctly identify the type of writing prompt- narrative, argumentative/opinion, or informative/explanatory.
- Students will organize ideas and complete an argumentative/opinion prompt.
- Students will evaluate his/her own argumentative/opinion piece.

Guiding Question and Prompts

- What do you claim? - and *why*?
- What evidence, from *reliable* sources, do you offer to support your claim(s)?
- How does your conclusion follow from all that precedes it?

Possible Writing Tasks

- Work on Thesis Statements
- Graphic Organizer Set-Up
- Argumentative Baseline Prompt- Suppose Congress wants to make a new national holiday honoring an important person or event. Choose a person or event you would like to honor. Write an essay to convince members of Congress to accept your choice. Be sure to use reasons and evidence to develop your argument.
- Practice Introductions

Materials / Recommended Titles

MATERIALS

- Argumentative FCA Checklist
- PSSA Argumentative Prompt Rubric
- Sample Graphic Organizers
- TDA OR Prompt? PowerPoint or List

RECOMMENDED TITLES

Teaching Note

Below is a list of possible lessons to teach throughout the year dealing with this type of writing.

- Differences between the prompt styles
- Prompt or TDA?
- Common Vocabulary for argumentative/opinion
- Requirements
- Discuss a 4 score on the rubric
- Quality over Quantity

Writing- Narrative

This standard supports students in demonstrating an ability to write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

MP #1-4

CC.1.4.6.M- Write narratives to develop real or imagined experiences or events.

Objectives

- Students will write a narrative text.
- Students will determine the difference between a Text Dependent Analysis (TDA) and a writing prompt.
- Students will identify the type of writing prompt- narrative, argumentative/opinion, or informative/explanatory.
- Students will organize ideas and complete a narrative prompt.
- Students will evaluate his/her own narrative piece.

Guiding Question and Prompts

- What are you telling here: a real or imagined event?
- What happened- and why are you telling this story about it?
- What details must you include if you are to achieve your purpose by the end

Possible Writing Tasks

- Graphic Organizer Set-Up
- Narrative Prompt Baseline- You have made a very important discovery- one that will make you famous throughout the world. Write a story in which you tell about your discovery and how you made it. Be sure to include details about the setting and any characters in the story, and be sure that your story has a beginning, middle, and an end.

Materials / Recommended Titles

MATERIALS

- Narrative FCA Checklist
- PSSA Narrative Prompt Rubric
- Sample Graphic Organizers
- TDA OR Prompt? PowerPoint or List

RECOMMENDED TITLES

Teaching Note

Below is a list of possible lessons to teach throughout the year dealing with this type of writing.

- Differences between the prompt styles
- Prompt or TDA?
- Common Vocabulary for narrative writing
- Requirements
- Discuss a 4 score on the rubric
- Quality over Quantity

Writing- Response to Literature, Text Dependent Analysis

This standard supports students in demonstrating an ability to draw evidence from literary or informational texts to support analysis, reflection, and/or research.

MP #1-4

CC.1.4.6.S- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Objective

- Students will write a text dependent analysis response.
- Students will introduce a text for an intended audience.
- Students will state an opinion/topic to establish a situation.
- Students will create an organizational structure when writing a TDA.
- Students will create an organizational structure that supports my purpose.
- Students will use relevant evidence to support my claims, opinions, ideas, and inferences to demonstrate an understanding of the text.
- Students will use transitions to show relationships among ideas and concepts.
- Students will use precise language and domain-specific vocabulary to inform about or explain the topic.
- Students will establish a formal writing style.
- Students will provide a concluding section that matches the previously stated analysis.
- Students will determine the difference between a Text Dependent Analysis (TDA) and a Writing Prompt.

Guiding Question and Prompts

- What is the topic or text you are writing about- and what is your claim?
- What evidence can you find in the literary or informational text(s) to support your claim(s)?
- How does this evidence support your analysis, reflection, or findings?

Possible Writing Tasks

- TDA Thesis Statements
- Graphic Organizer Set-Up

Materials / Recommended Titles

MATERIALS

- PSSA TDA Rubric
- Sample Graphic Organizers
- TDA OR Prompt? PowerPoint or List

RECOMMENDED TITLES

Teaching Note

Below is a list of possible lessons to teach throughout the year dealing with this type of writing.

- Differences between the prompt styles
- Prompt or TDA?
- Common Vocabulary for TDA writing
- Requirements
- Discuss a 4 score on the rubric
- Quality over Quantity

Writing- Production and Distribution of Writing, Writing Process

This standard supports students in demonstrating an ability to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

MP #1-4

CC.1.4.6.T-With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Objective

-

Guiding Question and Prompts

- What sort of guidance or support do students need- and can who best provide it?
- How would it improve your paper to choose a different structure, format, or medium- or shift the emphasis to a different aspect of your topic?
- What other editing strategies should you consider besides using the spell- and grammar-check in your word processor?

Possible Writing Tasks

- Seedfolks narrative
- Prompt Buffet Unit
- TDA
- Informative Essay

Materials / Recommended Titles

MATERIALS

RECOMMENDED TITLES

Teaching Note

-

Writing- Technology and Publication

This standard supports students in demonstrating an ability to use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

MP #1-4

CC.1.4.6.U- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Objective

-

Guiding Question and Prompts

- What tools or technologies offer the greatest means of creating and working with others on this writing project?
- What opportunities should we consider for publishing writing to a larger audience?
- How well and how fast can you type?

Possible Writing Tasks

- WWII and 1960s Research
- Informative Essay

Materials / Recommended Titles

MATERIALS

RECOMMENDED TITLES

Teaching Note

<u>Writing- Credibility, Reliability, and Validity of Sources</u> This standard supports students in demonstrating an ability to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. MP #1-4	
CC.1.4.6.W- 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.	
Objective	Guiding Question and Prompts • What is the research question or the problem you will investigate- and which sources should you consider for that investigation? • What question should you ask to assess the credibility and relevancy of your different sources? • Which details are so important you should quote or paraphrase them (as well as cite them)?
Possible Writing Tasks • WWII and 1960s research • Citing for TDAs	
Materials / Recommended Titles <u>MATERIALS</u> <u>RECOMMENDED TITLES</u>	Teaching Note • Social Studies Department covers bibliography information

Writing- Range of Writing

This standard supports students in demonstrating an ability to write routinely over extended times (time for research, reflection, and revision) and shorter time (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

MP #1-4

CC.1.4.6.X- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Objective

-

Guiding Question and Prompts

- What is the subject, purpose, occasion, and audience for your writing?
- What questions should you ask or techniques should you use when writing this type of text or about this topic?
- What conventions or other ideas should you keep in mind when writing this sort of discipline-specific task?

Possible Writing Tasks

- Short: Prompt Buffet Unit
- Long: Informative Essay
- Long: Seedfolks Narrative

Materials / Recommended Titles

MATERIALS

RECOMMENDED TITLES

Teaching Note

-

Speaking and Listening- Comprehension and Collaboration, Collaborative Discussion

This standard supports students in demonstrating an ability to engage in collaborative discussions.

MP #1-4

CC.1.5.6.A- Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Objectives

- Students will engage in collaborative discussions about grade-level topics, texts, and issues.
- Students will effectively build on others' ideas while engaging in a collaborative discussion.
- Students will express ideas clearly while engaging in a collaborative discussion.

Guiding Question and Prompts

- What topic, text, or issue is being discussed and what questions can you contribute?
- How can you best prepare to discuss this text, topic, or issue?
- What are the rules and roles of this discussion or collaboration?

Possible Reading Tasks

TEACHER

GUIDED PRACTICE

- Jigsaw groups for paraphrasing speeches

INDEPENDENT PRACTICE

OTHER

Materials / Recommended Titles

MATERIALS

- Unit 4 Debates

RECOMMENDED TITLES

Possible Writing Tasks

<u>Speaking and Listening- Comprehension and Collaboration, Critical Listening</u> This standard supports students in demonstrating an ability to evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. MP #1,3,4	
CC.1.5.6.B- Delineate a speaker’s argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.	
Objectives 	Guiding Question and Prompts - How would you characterize the relationship between the speaker’s argument and specific claims? - What criteria can you use to determine whether claims are supported or not? - Which claims are (and are not) supported by reasons and evidence?
Possible Reading Tasks <u>TEACHER</u> <u>GUIDED PRACTICE</u> - Group Presentations <u>INDEPENDENT PRACTICE</u> <u>OTHER</u> - Gallery Walk	
Materials / Recommended Titles <u>MATERIALS</u> <u>RECOMMENDED TITLES</u> - Speeches: FDR Fireside Chat, Churchill, Bush <u>Seedfolks</u> poverty articles - MLK Letter from a Birmingham Jail	Possible Writing Tasks

Speaking and Listening- Comprehension and Collaboration, Evaluating Information

This standard supports students in demonstrating an ability to integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

MP #3,4

CC.1.5.6.C- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Objectives

Teaching Notes

- Social Studies department addresses this standard during the Aztec/Maya unit

Guiding Question and Prompts

- What is the topic of the presentation?
- What different media or formats are appropriate to this text, task, topic, or purpose?
- What questions should you ask to interpret or explain the meaning and importance of this content?

Possible Reading Tasks

TEACHER

GUIDED PRACTICE

INDEPENDENT PRACTICE

- WWII and 1960s presentations

OTHER

- Plot Pixar short films

Materials / Recommended Titles

MATERIALS

RECOMMENDED TITLES

Possible Writing Tasks

Speaking and Listening- Presentation of Knowledge and Ideas, Purpose, Audience, and Task

This standard supports students in demonstrating an ability to present information, findings, and supporting evidence so listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

MP #1-4

CC.1.5.6.D- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Objectives

-

Guiding Question and Prompts

- What claims and findings are you presenting- and how should you arrange them?
- Which details, facts, or description should you use to emphasize your main ideas and themes?
- How can you get feedback on your eye contact, volume, and pronunciation?

Possible Reading Tasks

TEACHER

GUIDED PRACTICE

- Unit 3 small group presentations on Aztec articles

INDEPENDENT PRACTICE

- WWII and 1960s Presentations

OTHER

- Gallery Walk
- Unit 4 Debate and Jigsaw

Materials / Recommended Titles

MATERIALS

RECOMMENDED TITLES

Possible Writing Tasks

Speaking and Listening- Presentation of Knowledge and Ideas, Context

This standard supports students in demonstrating an ability to adapt speech to a variety of contexts and tasks.

MP #2

CC.1.5.6.E- Adapt speech to a variety of contexts and tasks.

Objectives

- Students will adapt speech based on context and tasks.

Guiding Question and Prompts

- Who are you addressing on this occasion?
- What is the occasion on which you are speaking?
- How should you adapt your speech in light of the audience, purpose, and occasion of your talk?

Possible Reading Tasks

TEACHER

GUIDED PRACTICE

INDEPENDENT PRACTICE

OTHER

- Present WWII short research projects
- Summarize any articles and present to class or small groups

Materials / Recommended Titles

MATERIALS

- Gallery Walk or Presentation Rubric

RECOMMENDED TITLES

Possible Writing Tasks

Speaking and Listening- Integration of Knowledge and Ideas, Multimedia

This standard supports students in demonstrating an ability to make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

MP #2,4

CC.1.5.6.F- Include multimedia components and visual displays in presentations to clarify information.

Objectives

- Students will include components and visual displays in presentations to clarify information.

Guiding Question and Prompts

- What is the subject and purpose of your presentation?
- Which elements and information are most important?
- What multimedia components (e.g., graphics, images, music, or sound) would clarify your ideas?
- What ideas will benefit most from the visual display of those details?

Possible Reading Tasks

TEACHER

GUIDED PRACTICE

INDEPENDENT PRACTICE

OTHER

- Present WWII Short Research Project
- Present 1960's Mini Research Topic

Materials / Recommended Titles

MATERIALS

RECOMMENDED TITLES

Possible Writing Tasks

Speaking and Listening- Comprehension and Collaboration, Conventions of Standard English

This standard supports students in demonstrating an ability to have command of standard English conventions when speaking.

MP #1-4

CC.1.5.6.G- Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

Objectives

- Students will speak while demonstrating command of the conventions of standard English.

Guiding Question and Prompts

-

Possible Reading Tasks

TEACHER

GUIDED PRACTICE

INDEPENDENT PRACTICE

- Informal presentations throughout the year

OTHER

Materials / Recommended Titles

MATERIALS

RECOMMENDED TITLES

Possible Writing Tasks

Language

This standard supports students in demonstrating a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

MP #1-4

CC.1.4.6.F & CC.1.4.6.L & CC.1.4.6.R- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.6.E & CC.1.4.6.K- Write with an awareness of the stylistic aspects of composition.

CC.1.4.6.Q- Write with an awareness of the stylistic aspects of writing.

CC.1.4.6.U- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Objectives

- Students will demonstrate command of the conventions of standard English grammar and usage.
- Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
- Students will show knowledge of language and its conventions.

Eligible Content

- Ensure that pronouns are in the proper case (subjective, objective, and possessive)
- Use intensive pronouns (myself, ourselves)
- Recognize and correct inappropriate shifts in pronoun number and person
- Recognize and correct vague pronouns (ones with unclear or ambiguous antecedents)
- Recognize and correct inappropriate shifts in verb tense
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences
- Correctly use frequently confused words (to, too, two, there, their, they're)
- Ensure subject-verb and pronoun-antecedent agreement
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements
- Spell correctly
- Use punctuation to separate items in a series
- Vary sentence patterns for meaning, reader/listener interest, and style
- Maintain consistency in style and tone
- Choose words and phrases to convey ideas precisely
- Choose punctuation for effect

	Choose words and phrases for effect
Possible Tasks / Materials - To, Two, Too - Using To, Two, and Too PowerPoint - Common Core Grammar Worksheet: To, Too, and Two - To, Too, Two Rules to Remember - To, Too, Two Worksheet - To, Two, or Too Do You Know the Difference Between These Three? - They're, Their, There - They're, Their, There Rules to Remember - Homophone Reference Sheet - Their, There, and They're PowerPoint - Common Core Grammar Worksheet: Their, There, They're - Word Choice Exercise 2: Their, There, They're - Pronouns - Vague Pronoun Anchor Chart - Vague Pronoun References - Vague Pronoun Worksheet - Ensuring Clear Pronoun Reference - Language Review Practice - WriteSource Skills Book pages 143, 144, 147, 149, 715 - Intensive Pronoun Worksheets: Part 1, Part 2, Part 3 - Pronoun Antecedent PowerPoint - Verb Tense - Verb and Verb Tense PowerPoint - Verb Tense Worksheet - WriteSource Skills Book pages 83, 84, 85, 86, 91 - Commas - Comma in a Series PowerPoint - Commas Restrictive and Non-restrictive PowerPoint - Restrictive/Non-restrictive Phrases and Clauses Worksheet - Commas in a Series Worksheet - Language Review Daily Practice 6 Traits + 1 Textbook www.examples.yourdictionary.com - Common Core Writing Book	

