READINGTON PUBLIC SCHOOL DISTRICT

6th Grade English Language Arts Curriculum 2025

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I. PURPOSE AND OVERVIEW

The Readington School District middle school literacy program provides a balanced instructional approach which includes the study of authentic and rich literature, word study, and experience and practice in effective writing traits. By the time our students are in sixth grade, they are able to handle difficult texts independently. Students will focus on reading texts in the sixth grade level independently as well as sustained practice with texts in the seventh and eighth grade level as "stretch" texts, which will require scaffolding by teachers. Students will read a wide variety of genres: narratives, dramas, poetry, and informational texts. At the middle school level, students will read subgenres of adventure stories, biographies, historical fiction, mysteries, folktales, legends, fables, tall tales, myths, fantasy, science fiction, and realistic fiction. Students will also read expositive as well as argument in the form of essays and opinion pieces and other documents and digital media sources on a range of topics.

In writing, students focus on specific text types: narrative, informative and explanatory text, and argument. In the study of vocabulary, students focus both on understanding words and their nuances and on acquiring new words through conversation, reading, and being taught them directly. Students will grow to understand the proper meanings of words, with the means (context and word analysis) to select words based on the situation.

Our curriculum is designed to be responsive to developmental stages. This differentiated approach allows students to be engaged with reading and writing experiences appropriate to their point in development, and our teachers assess students at regular intervals to inform their instructional decisions. Instruction focuses on assisting students to build independence as readers, writers, speakers, listeners, and language users. Students will build a base of knowledge across a wide range of subject matter by engaging with words of quality and substance. They will respond to the varying demands of audience, task, purpose, and discipline.

II. GOALS

This curriculum is linked to the 2023 New Jersey Student Learning Standards for English Language Arts. Each unit is connected directly to the Anchor Standards, Strands, and Progress Indicators outlined in the document. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

III. ASSESSMENT

Student learning will be assessed through

- Running Records
- Student/teacher conferences
- Reading logs
- Reading pace and stamina
- Contributions to book clubs
- Benchmark Assessment for Student Writings in Narrative, Argument and Information
- Writing samples and student writing portfolios
- Student presentations
- Writer's notebooks
- Student Performance Checklists
- Student self-reflection
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments
- Learning Progressions
- Rubrics
- Word study unit assessments
- Universal Screener

- Diagnositc Assessments

Accommodations and modifications are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

IV. PACING GUIDE

Unit #	Approximate Time Frame	Word Study	Unit Name
RMS Unit 1	6 weeks Sept./Oct.	Word Study Unit 1	Reading: A Deep Study of Literary Elements (Individual Choice)
			Fiction Reader Responses: Analyzing Fiction
RMS Unit 2	6 weeks Oct./Nov./ Dec.	Word Study Unit 2 & Review	Argument Writing: Research-Based Argument
			NonFiction Reading Strategies
RMS Unit 3	6 weeks Dec./Jan.	Word Study Unit 3 & Review	Reading for Power and Perspective Across Narrative Writing (Individual Choice)
			The Literary Essay (From Character to Compare/Contrast)
RMS Unit 4	6 weeks Feb./March	Word Study Unit 4 & Review	Research-Based Information Writing
			Nonfiction Text Sets
RMS Unit 5	6 weeks March/April	Word Study Unit 5 & Review	Reading: Beyond the Page: Multimedia Explorations in Fiction and Nonfiction (Individual Choice)
			Reader Responses: Analyzing and Reflecting on Fiction and Nonfiction

RMS Unit 6	6 weeks May/June	Word Study Unit 6 & Review	Poetic Writing: Honing your Author's Craft
			Author Voices: Hearing What the Speaker has to Say

Unit 1:
A Deep Study of Literary Elements & Fiction Reader Responses: Analyzing Fiction

Enduring Understandings
Reading: Students will analyze the author's craft and use evidence to examine how the author's choices affect the novel. **Writing:** Readers respond to texts.
Goals
RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. **RL.CI.6.2.** Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. **RL.IT.6.3**. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution. **RL.TS.6.4**. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot. **SL.PE.6.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that reparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. **SL.PI.6.4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). **SL.AS.6.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **L.KL.6.2**. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. Maintain consistency in style and tone.

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

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

Additional Honors Goals:

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
C. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

A. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
B. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Writing:

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

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

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

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

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

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

Additional Honors Goals:

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

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

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.
B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
E. Recognize spelling conventions.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Reading Teaching Points:

Possible Mid-Lesson Teaching Points:

- When identifying conflict, readers consider which conflict is most central to the character's journey.
- Readers make inferences by combining what the text says with what they know, especially when the author leaves things unsaid.
- Readers ask themselves "What surprises me here?" to uncover changes or shifts in characters or conflict.

Bend One: Identifying plot structure/patterns and conflict

1. **Read Aloud:** Readers identify the exposition and rising action by noting the setting and introduction of characters, as well as the beginnings of tension.
2. Readers pinpoint the climax by identifying the turning point or most intense moment, and then note the falling action where conflict begins to resolve and resolution where the story concludes.
3. **Read Aloud:** Readers identify character v. character conflict by noting direct confrontations between characters, as well as character vs. self conflict by exploring internal struggles of characters. .
4. Readers identify character vs. society conflict by analyzing a character's clash with societal

Core Materials:
Units of Study for Reading
Units of Study for Writing

Supporting Materials and Teacher Resources:
Leveled Bookroom
Classroom Libraries
Teaching Writing in Small Groups by Jennifer Serravallo
Teaching Reading in Small Groups by Jennifer Serravallo
Notice and Note Strategies for Close Reading by Kylene Beers and Bob Probst
Reading Nonfiction
Notice & Note Stances, Signposts, and Strategies by Kylene Beers and Bob Probst
A Teacher's Guide to Reading Conferences by Jennifer Serravallo
Reading with Presence: Crafting mindful, evidence-based reading responses by Marilyn Pryle
The Reading Strategies Book 2.0 by Jennifer Serravallo
The Writing Strategies Book by Jennifer Serravallo
Teaching Interpretation using text-Based Evidence to Construct Meaning by Sonja Cherry-Paul & Dana Johansen
Socratic Circles by Matt Copeland
Bringing Words to Life by Beck, McKeown, & Kucan
Mechanically Inclined: Building grammar, usage, and style into Writer's Workshop by Jeff Anderson
Write Like This: Teaching real-world writing through modeling & mentor texts by Kelly Gallagher
Falling in Love with the Close Read by Christopher Lehman

norms, as well as character vs. nature conflict by recognizing battles against natural forces.

Bend Two: Character Analysis: Traits, Flaws, and Obstacles

5. **Read Aloud:** Readers recognize protagonist traits by noting actions, thoughts, and words.
6. Readers identify the antagonist by understanding the character who opposes the protagonist.
7. Readers track character growth by analyzing changes in behavior or beliefs over time.
8. Readers infer internal traits by examining characters' reactions to challenges.
9. Readers determine static vs. dynamic characters by analyzing whether characters evolve or stay the same. Readers should go back into their notebooks to help them make this determination.
10. Readers identify flat vs. round characters by comparing complex vs. simple character traits. Readers should go back into their notebooks to help them make this determination.
11. **Read Aloud:** Readers note character flaws by identifying traits that lead to poor decisions or conflicts. Readers can go back into their notebooks to see if they tracked any character flaws tracked in their character traits.
12. Readers analyze how character flaws create obstacles by tracking how these traits hinder goals. Readers can go back into their tracking and complete a character flaw quick write.

Bend Three: Author's Craft & Theme

13. **Read Aloud:** Readers identify similes and metaphors by recognizing comparisons in the text.
14. Readers analyze how similes and metaphors deepen meaning by connecting abstract ideas to familiar images.
15. Readers analyze personification by noting how inanimate objects or animals are given human traits.
16. Readers consider how personification influences mood or tone by noticing what emotions or actions are assigned to objects or nature.

& Kate Robers
A Novel Approach by Kate Roberts
Conferring by Patrick Allen
Deeper Reading: Comprehending Challenging Texts by Kelly Gallagher
Strategic Spelling: Moving beyond memorization in the middle grades by Jonathan Wheatly
Word Journeys by Kathy Ganske
The Megabook of Fluency by Rasinski & Smith
Micro Mentor Texts by Penny Kittle
When Kids Can't Read: What Teachers Can Do by Kylene Beers
RMS Writing Unit Structure
RMS Reading Unit Structure

Mentor Texts (Instructional Read Aloud):
Bully by Patricia Palacio
Each Kindness by Jacqueline Woodson
The Chronicles of Harris Burdick by Chris Van Allsburg
Out of My Mind, by Sharon M. Draper
13 by James Howe
The Secret Sheriff of 6th Grade by Jordan Sonnenblick
What Do You Do With an Idea? by Kobi Yamada
Carmella Full of Wishes by Matt De La Pena
Those Shoes by Maribeth Boelts
*Last Stop on Market Stree*t by Matt De La Pena
The Lunch Thief by Anne C. Bromley
The Day You Begin by Jacqueline Woodson
Two Thanksgiving Day Gentlemen by O'Henry
The Gift of the Magi by O'Henry
Every Living Thing by Cynthia Rylant
Saturday School by Lulu Delacre
Taco Head by Viola Canales
The Rollercoaster by Shelly Osterguard
Button Button by Richard Mathison
Names/Nombres By Julia Alvarez
The Party by Pam Munoz Ryan
Alma and How She Got Her Name by Juana Martinez-Neal
Dreamers by Yuyi Morales
The Medicine Bag by Virginia *Driving* Hawk Sneve
Fry Bread by Kevin Noble Maillard
I Am Offering this Poem by Jimmy Santiago Baca
Amira's Picture Day by Faruqi, Reem
Halal Hot Dogs by Aziz, Susannah
Lailah's Lunchbox by Faruqi, Reem

17. Readers explore imagery by identifying descriptive language that appeals to the senses.
18. Readers examine symbolism by understanding how objects, colors, or animals represent larger ideas.
19. Readers explore hyperbole by identifying exaggerated statements for effect.
20. Readers identify motifs by tracking repeated images, symbols, or phrases.
21. Readers analyze motifs by tracking their repetition and asking how the repeated element connects to the theme.
22. Readers determine themes by analyzing character motivations and lessons learned throughout the story.
23. Readers analyze how the author resolves the story to help figure out the theme.
24. Readers understand the significance of recurring symbols by interpreting their meanings and how they contribute to the theme.
25. Readers analyze a text reviewing their notes and choosing the best text evidence to do a quick write on their text's theme and motif.

Additional Honors Reading Teaching Points:
Bend One:
1. **Read Aloud:** Readers analyze how the exposition and rising action begins to set up the main challenge or obstacle that the characters will face by looking for tension.
2. Readers analyze how the climax of a story is the turning point where the tension reaches its peak, often revealing key decisions or changes in the main character. By closely examining the build-up of conflict, readers can understand how the author uses tension to lead to this pivotal moment.
3. **Read Aloud**: Readers analyze how authors develop character vs. character conflicts through direct confrontations, dialogue, and opposing goals, while also exploring character vs. self conflicts by examining a character's internal dilemmas, doubts, and emotional struggles. Readers consider how both types of conflict contribute to character development and drive the plot toward key turning points.

Bend Two:
7. Readers track character growth by tracking

Rashida Tlaib's Journey to Washington by Rashida Tlaib
Arab Arab All Year Long! by Camper, Cathy
In My Mosque By M. O. Yuksel, Hatem Aly
The Cat Man of Aleppo By Karim Shamsi-Basha, Irene Latham, Yuko Shimizu (Illustrator)
The Proudest Blue: A Story of Hijab and Family By Ibtihaj Muhammad, Hatem Aly (Illustrator), S. K. Ali (With)
My Uncle Emily by Jane Yolen
Lost Boy by Jane Yolen
Crow Call by Lois Lowry
Cheyenne Again by Eve Bunting
Looking Down by Steve Jenkins
Skin Deep by Angela Shelf Medearis
Looking Back by Lois Lowry
The Want in the Word by Leonard S. Marcus
I Dream of Popo by Livia Blackburne
Ocean Meets Sky by Terry Fan
Texts from Scholastic Scope and Jr. Scholastic
Texts from CommonLit
Texts from ReadWorks
Teacher selected texts

Possible Independent Texts:
Hatchet by Gary Paulson
Crash by Jerry Spinelli
Wringer by Jerry Spinelli
The City of Ember by Jeanne DePrau
The People of Sparks by Jeanne DePrau
The Prophet of Yonwood by Jeanne DePrau
The Diamond of Darkhold by Jeanne DePrau
Holes by Louis Sachar
Rules by Cynthia Lord
Among the Hidden series by Margaret Peterson Haddix
A Mango Shaped Space by Wendy Mass
Ida B by Katherine Hannigan
Al Capone Does My Shirts by Genniffer Choldenko
Out of My Mind by Sharon M. Draper
Melissa (George) by Alex Gino
Freak the Mighty/Max the Mighty by Rodman Philbrick
Running Out of Time by Margaret Peterson Haddix
Flipped by Wedelin Van Draanen
Bob by Wendy Mass and Rebecca Stead
Pictures of Hollis Woods by Patricia Riley Gif
Every Soul a Star by Wendy Mass
Totally Joe by James Howe
The War Below Marsha Forchuk Skrypuch
Better Nate than Never by Tim Federline
Holes by Louis Sachar

changes in the character's internal thoughts (if available) and dialogue with others, looking for moments of self-reflection, realization, or shifts in tone that indicate growth.
9. **Read Aloud:** Readers identify how different literary elements contribute to character development.
10. Readers determine how an author conveys or develops perspective or purpose in a text by contrasting the points of view of different characters or narrators in a text.

Bend Three:
13. **Read Aloud:** Readers analyze author's craft by tracking the types of figurative language the author uses and looking for patterns in its form or content.
23. **Read Aloud:** Readers determine a theme in a literary text and explain how it is conveyed through particular details by tracking multiple literary elements and motifs.

Writing Teaching Points:
Piece One:

1. Writers generate ideas by studying mentor texts and the author's use of claim and evidence.
2. Writers generate ideas by use of close-reading strategies like highlighting, annotating and note taking to aid in identification of their claim.
3. Writers choose the strongest claim for their piece by identifying the textual evidence that best supports their claim.
4. Writers rehearse ideas and make a plan for writing in order to organize the reasons and evidence logically.
5. Writers draft essays with careful attention to logically pairing and ordering evidence and reasons.
6. Writers revise essays by ensuring that paragraphs are aligned with their topic sentences and include transitions to connect ideas across and within paragraphs.
7. Writers edit essays by using MLA format for formatting titles, street addresses, quotations, and dialogue.
8. Writers edit essays by correcting vague pronouns (ambiguous antecedents).

Piece Two:

Kira-Kira by Cynthia Kadota
Woods Runner by Gary Paulson
Esperanza Rising by Pam Munoz Ryan
Making Bombs for Hitler by Marsha Forchuk Skrypuch
Cracker by Cynthia Kadohata
Bud Not Buddy by Christopher Paul Curtis
Grenade by Alan Gratz
Refugee by Alan Gratz
Becoming Muhammad Ali by James Paterson and Kwame Alexander
The Wednesday Wars by Gary D. Schmidt
Harry Potter series by JK Rowling
The Emerald Atlas by John Stephens
Coraline by Neil Gainman
Gregor the Overlander by Suzanne Collins
The Guardians of GA'Hoole series by Kathryn Lasky
The Girl Who Drank the Moon by Kelly Barnhill
The Lightning Thief by Rick Riordan
Red Scarf Girl by Ji-li Jiang
Out of My Mind by Sharon Draper
Hiroshima: A Novella by Laurence Yep
Texts From CommonLit
Texts From Jr. Scholastic and Scope
Texts from ReadWorks

Honors:
The Iron Trial by Holly Back and Cassandra Clare
Walk Two Moons by Sharon Creech
The Wanderer by Sharon Creech
A Dog's Purpose by W. Bruce Cameron
The Inheritance Cycle series (*Eragon*) by Christopher Paolini
The Girl Who Drank the Moon by Kelly Barnhill
War Horse by Michael Morpurgo
The War that Saved My Life by Kimberly Brubaker Bradley
The War I Finally Won by Kimberly Brubarker Badley
When You Reach Me by Rebecca Steed
A Corner of the Universe by Ann M. Martin
Peak by Roland Smith
Stargirl by Jerry Spinelli
Love Stargirl by Jerry Spinelli
Trash by Andy Mulligan
Texts From CommonLit
Texts From Jr. Scholastic and Scope
Texts from ReadWorks

Technology:

- Google Classroom
- Smartboard/document camera
- Online resources and websites

9. Writers choose a topic of focus by using their tracked evidence and notes.
10. Writers rehearse and make a plan for writing by discussing their ideas with peers.
11. Writers draft essays based on their plan for writing while ensuring that evidence is placed in the correct order to support their thinking.
12. Writers edit essays for inappropriate shifts in pronoun number and person and appropriate usage of dependent/independent clauses.
13. Writers edit for spelling conventions.

Additional Honors Writing Teaching Points:
Piece 1:
3. Writers will choose the strongest claim for their piece by identifying multiple pieces of textual evidence that best support their claim.
6. Writers will revise essays using words/phrases/clauses in a formal academic style to create cohesion and clarity throughout the piece.
Piece 2:
10. Writers rehearse by using techniques like mind mapping, free writing, or listing to explore various angles and select the most compelling ideas.
12. Writers will edit by varying their sentence structure by using an assortment of simple, compound, complex, and compound-complex sentences in their essays.

- Chromebooks
- Online notebooks

Assessment:
Formative:
- Pre-assessment for Reading Responses.
- Student/teacher conferences
- Writing samples
- Writer's notebooks
- Student Performance Checklists
- Student self-reflection
- Learning Progressions

Summative:
- Student writing portfolios
- Student presentations
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments
- Rubrics
- Reading Diagnostic 1

Reading Benchmark:
- Reading Rate (120 wpm is benchmark for 6th grade)
- Comprehension
- Fluency

Alternative:
- Book Trailer
- Blog Post/Podcast

Interdisciplinary Connections

Visual and Performing Arts: 1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance. **Activity: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in performance of Book Talk Oral Presentations.**

Science: MS-LS1-5 From Molecules to Organisms: Structures and Processes: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. **Activity: Compare this knowledge to how the setting of a story impacts the characters and plot of the story.**

Career Readiness, Life Literacies, and Key Skills

Act as a responsible and contributing community member and employee. **9.4.8.DC.3:** Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

9.4.8.IML.11: Predict the personal and community impact of online and social media activities. **9.4.8.TL.5:** Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration. **Activity: Small group reading conferences. Discuss responsibilities of a book club member and how to share ideas appropriately on digital platforms.** **9.2.8.CAP.4:** Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. **Activity: Book discussions in small groups, followed by an evaluation and discussion of communication and collaboration skills (eg., how an individual's online behavior can impact opportunities in the future).**
Computer Science & Design Thinking
8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. **Activity: *Bully* by Patricia Polacco is read aloud and students discuss ways online behaviors impact activities and career options.**

Unit 2:
Argument Writing: Research-Based Argument & NonFiction Reading Strategies

Enduring Understandings:
Writing: Readers recognize that a valid argument contains strong evidence from multiple sources to support a claim. Readers apply persuasive techniques appropriately to their own argument writing. **Reading:** Readers utilize the common elements of expository and informational writing to identify and evaluate the author's main idea, supporting evidence, and author bias.
Goals
Writing: **W.AW.6.1.** Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented. **W.WP.6.4.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience. **W.RW.6.7**. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **L.SS.6.1.** Demonstrate command of the system and structure of the English language when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive). A. Use intensive pronouns (e.g., myself, ourselves). B. Recognize and correct inappropriate shifts in pronoun number and person.

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

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
D. Maintain consistency in style and tone.

Additional Writing Honors Goals:

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
D. Establish and maintain a formal style/academic style, approach, and form.
E. Provide a concluding statement or section that follows from and supports the argument presented

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
A. Explain the function of phrases and clauses in general and their function in specific sentences.
B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
E. Recognize spelling conventions.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Reading:
RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.PP.6.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.
RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

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

Additional Reading Honors Goals:
RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
D. Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
C. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Possible Mid-Lesson Teaching Points:	Core Materials:
- Writers reread their claims and ask themselves, "Is this argument worth making?" and "Who should care?" to help	Units of Study for Reading Units of Study for Writing

them understand their purpose and audience.

- Writers pause to check: "Do I have a balance of direct quotes, paraphrased evidence, and original thinking?" and revise if their essay leans too heavily in one direction.
- Writers reread a paragraph aloud and listen for sentence flow, and they revise places where the writing sounds choppy or repetitive.

Writing Teaching Points:
Piece One:

1. Writers generate ideas by studying mentor texts and studying an author's use of text evidence and examples to support their claim.
2. Writers generate ideas by studying mentor texts and studying an author's use of persuasive transitions and word choice to connect the claim, reasons, and evidence.
3. Writers choose and develop a claim by mapping out an argument essay with clear supporting evidence introduced in a logical order.
4. Writers draft by organizing their writing so that one reason leads to another in a way that is most persuasive.
5. Writers draft strong paragraphs by using transitions to connect claim(s), reasons, and evidence.
6. Writers revise introductions by including a hook, stating the claim, and outlining reasons.
7. Writers revise conclusions by restating the important points and offering a final insight or implication for readers to consider.
8. Writers edit their arguments for proper case (subjective, objective, and possessive).

Piece Two:

9. Writers choose an idea and further develop by collecting a variety of evidence (facts, quotations, examples, definitions) to support a claim
10. Writers draft strong paragraphs by using evidence from trusted sources and information from experts to support reasons.
11. Writers draft strong arguments by explaining how the evidence connects to their thesis using phrases like "This proves/shows...", "This is an example of how...", "This demonstrates...", "From this we can infer...", or "This teaches us..."
12. Writers revise body paragraphs to supply background information, raise questions, or highlight possible implications as a way to explain how evidence supports a claim.
13. Writers revise by making sure the introduction explains their

Supporting Materials and Teacher Resources:

Leveled Bookroom
Classroom Libraries
Teaching Writing in Small Groups by Jennifer Serravallo
Teaching Reading in Small Groups by Jennifer Serravallo
Notice and Note Strategies for Close Reading by Kylene Beers and Bob Probst
Reading Nonfiction
Notice & Note Stances, Signposts, and Strategies by Kylene Beers and Bob Probst
A Teacher's Guide to Reading Conferences by Jennifer Serravallo
Reading with Presence: Crafting mindful, evidence-based reading responses by Marilyn Pryle
The Reading Strategies Book 2.0 by Jennifer Serravallo
The Writing Strategies Book by Jennifer Serravallo
Teaching Interpretation using text-Based Evidence to Construct Meaning by Sonja Cherry-Paul & Dana Johansen
Socratic Circles by Matt Copeland
Bringing Words to Life by Beck, McKeown, & Kucan
Mechanically Inclined: Building grammar, usage, and style into Writer's Workshop by Jeff Anderson
Write Like This: Teaching real-world writing through modeling & mentor texts by Kelly Gallagher
Falling in Love with the Close Read by Christopher Lehman & Kate Robers
A Novel Approach by Kate Roberts
Conferring by Patrick Allen
Deeper Reading: Comprehending Challenging Texts by Kelly Gallagher
Strategic Spelling: Moving beyond memorization in the middle grades by Jonathan Wheatly
Word Journeys by Kathy Ganske

position and the conclusion restates the important points.

14. Writers edit their arguments, paying attention to commas, parenthesis, and dashes to set off nonrestrictive and parenthetical elements.

Piece Three:

15. Writers choose an idea and further develop by collecting a variety of evidence (facts, quotations, examples, definitions) to support a claim.
16. Writers draft strong body paragraphs by including concrete details, comparisons and/or images to convey ideas.
17. Writers draft strong body paragraphs using precise words and when necessary, explaining terms to readers by providing definitions, context clues, or parenthetical explanations.
18. Writers revise their body paragraphs to make sure their ideas and evidence are in a clear, logical order and that their writing sounds formal and appropriate for an essay.
19. Writers edit arguments by making sure their plurals, singular possessives, and plural possessives are correct.

Piece Four:

20. Writers choose an idea and further develop by collecting evidence from a variety of trusted sources to support a claim.
21. Writers draft strong arguments by starting off with the second most powerful support, putting the weakest in the middle, and ending with the most compelling reason.
22. Writers draft strong paragraphs by explaining how the reasons and evidence support the claim and strengthen the overall argument.
23. Writers revise body paragraphs by making sure that each part is supported with the most compelling examples or pieces of evidence (facts, statistics, definitions, quotes, stories).
24. Writers revise for varied sentence structures in order to enhance meaning (syntax), reader/listener interest, and style/voice.
25. Writers edit by making sure quotes and citations are punctuated properly and that everything is spelling correctly. Writers publish and share when done.

Honors Teaching Points:

Piece One:

6. Writers revise introductions making sure to interest readers in the argument by including the backstory behind it and acknowledging alternate or opposing claims.

7. Writers revise conclusions by restating main points, highlighting their significance, and reiterating how support for the claim outweighs other ideas.

The Megabook of Fluency by Rasinski & Smith
Micro Mentor Texts by Penny Kittle
When Kids Can't Read: What Teachers Can Do by Kylene Beers
RMS Writing Unit Structure
RMS Reading Unit Structure

Mentor Texts (Instructional Read Aloud):

The Giving Tree by Shel Silverstein
Fox by Margaret Wild
Texts from Newsela
Texts from Scholastic Scope
Texts from Jr. Scholastic
Texts from CommonLit
Teacher selected texts

Possible Independent Texts:

Texts from Newsela
Texts from Scholastic Scope
Texts from Jr. Scholastic
Texts from CommonLit
Growing Up in Coal Country bySusan Campbell Bartoletti
Quest for the Tree Kangaroo by Sy Montgomery
Promises to Keep by Sharon Robinson
Children of the Great Depression by Russell Freedman
Steve Jobs: Thinking Differently by Patricia Lakin
The Tarantula Scientist by Sy Montgomery
Fire in Their Eyes by Karen Magnuson Beil
Surviving Hitler by Andrea Warren
Harry Houdini: A Photographic Story of a Life by Viki Cobb
Abraham Lincoln: A Photographic Story of a Life by Tanya Lee Stone
Temple Grandin: How the Girl Who Loved Cows Embraced Autism and Changed the World by Sy Montgomery
Sally Ride: A Photobiography of America's Pioneering Woman in Space by Tom O'Shaughnessy
Gretha Thunberg: Climate Crisis Activist by Matt Doeden
Respecting the Contributions of

Piece Two:
10. Writers draft responses using relevant information from multiple print and digital sources.
13. Writers revise for formal and persuasive language, ensuring an academic tone, by using rhetorical strategies effectively.

Piece Three:
16. Writers draft strong body paragraphs using precise words and metaphors, images, or comparisons to explain ideas.
18. Writers revise body paragraphs to use words, phrases, and clauses that create cohesion and clarify the relationships among claim(s), reasons, and evidence.

Piece Four:
21. Writers draft strong paragraphs by supporting claim(s) with logical reasoning and relevant, accurate data and evidence from credible sources
22. Writers draft strong paragraphs by using topic sentences, transitions, and formatting (where appropriate) to clarify the structure of the piece and to highlight the main points.

Reading Teaching Points:

1. **Read Aloud:** Readers identify headings in nonfiction by recognizing titles or sections that introduce new topics.
2. Readers identify subheadings by noting the divisions under main headings that organize additional details.
3. Readers recognize captions by examining the text beneath images or diagrams that explain their relevance.
4. Readers analyze diagrams and other visuals by understanding how they visually represent complex information.
5. Readers determine how text features like headings, subheadings, and captions help organize information and make it easier to navigate the text.
6. Readers evaluate how these text features contribute to comprehension by clarifying and emphasizing key points.
7. Readers identify the author's purpose by analyzing whether the text aims to inform, persuade, entertain, or explain a topic.
8. Readers explore how the author's presentation of information aligns with the intended purpose of the text.
9. Readers determine the intended audience by examining the language, tone, and style used by the author.
10. Readers analyze how the author's content choices, such as examples and anecdotes, appeal to the intended audience.
11. Readers engage with nonfiction texts by generating questions before, during, and after reading to deepen understanding.
12. Readers identify the main or central idea by pinpointing the key information and details the text presents.
13. Readers connect the main idea to the author's purpose by examining why the author chose to highlight this information.
14. Readers summarize the main idea by accurately condensing

Disabled Americans by Sloane MacRae
Respecting the Contributions of LGBT Americans by Anna Kingdom
The Benin Kingdom: Innovations from Past Civilizations by Sonya Newland

Honors:
Texts from Newsela
Texts from Scholastic Scope
Texts from Jr. Scholastic
Texts from CommonLit
Growing Up in Coal Country bySusan Campbell Bartoletti
Children of the Great Depression by Russell Freedman
Steve Jobs: Thinking Differently by Patricia Lakin

Technology:
- Google Classroom
- Smartboard/document camera
- Online resources and websites
- Chromebooks
- Online notebooks

Assessment:
Formative:
- Pre-assessment for Argument Writing.
- Student/teacher conferences
- Writing samples
- Writer's notebooks
- Student Performance Checklists
- Student self-reflection
- Learning Progressions

Summative:
- Student writing portfolios
- Student presentations
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments
- Rubrics

Writing Benchmark:
Argument Writing

Alternative:
- Debate
- Persuasive Commercial or PSA

the text's key points, focusing on evidence that supports the central message. **Additional Honors Teaching Points:** 1. **Read Aloud**: Readers evaluate validity of claims in a nonfiction text by analyzing the reasoning and supporting evidence. 3. Readers analyze an author's purpose and perspective in a text by analyzing the techniques the author uses to convey this to the reader. 5. Readers look for rhetorical devices and strategies, such as the use of ethos, pathos, and logos, that the author uses to persuade or inform the reader. 9. Readers reflect on the implications of the text's content- how the information impacts their understanding of the topic and how it applies to the real world.	• Speech
Interdisciplinary Connections	
Visual and Performing Arts: 1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes. **Activity: Small group lessons on bias and opinion in argument writing, versus information cited with facts.** **Social Studies: 6.3.8.CivicsPI.3:** Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue. **Activity: Examine and discuss the role of individuals, political parties, interest groups and the media in a local or global issue presented in their nonfiction texts.**	
Career Readiness, Life Literacies, and Key Skills	
Consider the environmental, social and economic impacts of decisions. **9.4.8.DC.8:** Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities). **.4.8.IML.15:** Explain ways that individuals may experience the same media message differently. **9.4.8.TL.6:** Collaborate to develop and publish work that provides perspectives on a real-world problem. **Activity: Argument journal response on real world issues such as climate change.** **9.2.8.CAP.1**: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. **Activity: Nonfiction articles in small groups about possible career paths and school offerings. Small group discussion.**	
Computer Science & Design Thinking	
8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. **Activity: Small group discussion/ running list exploring the global issues faced in the nonfiction articles studied during this unit.**	

Unit 3:
Reading for Power and Perspective Across Narrative Writing & The Literary Essay (From Character to Compare/Contrast)

Enduring Understandings
Reading: Readers analyze literary elements and evaluate how authors use power and perspective to develop complex conflicts and themes across various genres. Readers mine the text to identify the strongest evidence to support their analysis. **Writing:** Powerful essays follow an organized structure to support a claim about a literary text.
Goals
Reading: **RL.PP.6.5.** Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate). **RL.CT.6.8.** Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics. **RL.MF.6.6.** Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text. **RI.CI.6.2.** Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. **RL.CI.6.2.** Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. **RL.IT.6.3.** Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution. **RL.TS.6.4.** Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot. **SL.PI.6.4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). **SL.AS.6.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **L.VL.6.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **L.VI.6.4**. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Analyze the impact of a specific word choice on meaning and tone. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). **Additional Honors Reading Goals:**

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)
RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
C. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

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

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

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

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

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

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

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

Additional Honors Writing Goals:
W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

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

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.
B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
E. Recognize spelling conventions.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Possible Mid-Lesson Teaching Points:

- Readers look back at the plot and ask, "How did a specific power struggle cause or escalate this conflict?" to make connections between power and plot development.
- Readers use their knowledge of conflict types (character vs. self, character vs. society, etc.) to name what kind of power struggle is happening and how it affects the theme.
- Readers pause to reread a confusing or intense moment and jot two possible interpretations, practicing flexibility and deeper interpretation.

Reading Teaching Points:
Bend One: Perspective as a lens for understanding a text

1. **Read Aloud:** Readers understand the different types of points of view by reading two short texts or parts of texts and analyzing patterns.
2. Readers recognize how the narrator's/author's perspective affects their understanding of various literary elements.
3. Readers analyze the way an author presents facts and opinions by determining how the author's background, experience, and purpose has shaped their perspective.
4. Readers uncover pivotal plot points by looking for aha moments.
5. Readers come to a deeper understanding of complex themes by analyzing characters, conflict, etc.
6. Readers consider different perspectives on the same topic by comparing texts from different authors or sources.
7. Readers gain insight into the complexity of the human experience by reading about perspectives that differ from their own.
8. Readers examine instances of limited or biased perspectives within a text by looking at who has/lacks power.
9. Readers find hidden perspectives by looking at what the author chooses not to include in the text.

Core Materials:
Units of Study for Reading
Units of Study for Writing

Supporting Materials and Teacher Resources:
Leveled Bookroom
Classroom Libraries
Teaching Writing in Small Groups by Jennifer Serravallo
Teaching Reading in Small Groups by Jennifer Serravallo
Notice and Note Strategies for Close Reading by Kylene Beers and Bob Probst
Reading Nonfiction
Notice & Note Stances, Signposts, and Strategies by Kylene Beers and Bob Probst
A Teacher's Guide to Reading Conferences by Jennifer Serravallo
Reading with Presence: Crafting mindful, evidence-based reading responses by Marilyn Pryle
The Reading Strategies Book 2.0 by Jennifer Serravallo
The Writing Strategies Book by Jennifer Serravallo
Teaching Interpretation using text-Based Evidence to Construct Meaning by Sonja Cherry-Paul & Dana Johansen
Socratic Circles by Matt Copeland
Bringing Words to Life by Beck, McKeown, & Kucan
Mechanically Inclined: Building grammar, usage, and style into Writer's Workshop by Jeff Anderson
Write Like This: Teaching real-world writing through modeling & mentor texts by Kelly Gallagher
Falling in Love with the Close Read by Christopher Lehman & Kate Robers
A Novel Approach by Kate Roberts
Conferring by Patrick Allen
Deeper Reading: Comprehending Challenging Texts by Kelly Gallagher
Strategic Spelling: Moving beyond memorization in the middle grades by Jonathan Wheatley
Word Journeys by Kathy Ganske
The Megabook of Fluency by Rasinski & Smith
Micro Mentor Texts by Penny Kittle
When Kids Can't Read: What Teachers Can Do by Kylene Beers
RMS Writing Unit Structure
RMS Reading Unit Structure

Bend Two: Power as a source of conflict and a driving force in fiction and nonfiction

10. **Read Aloud:** Readers will identify different forms of power in a text by looking for various types within a text including physical power, authority, knowledge as power, wealth, and social status.
11. Readers analyze how power can be used positively or negatively by looking at how it affects relationships and outcomes of texts.
12. Readers understand that the setting (like the time period, place, or society) affects who has power and who doesn't.
13. Readers consider how power shifts by viewing how characters/people gain, wield or lose power through a text.
14. Readers identify the methods used to gain or maintain power by exploring how characters/people seek to gain, maintain, or challenge power (e.g., through manipulation, alliances, violence, persuasion) in a text.
15. Readers develop an understanding of complex conflicts by looking at how these issues arise through relationships, societal pressures, power imbalances, moral dilemmas, and internal struggles.
16. Readers recognize that power and conflict often revolve around issues of fairness and justice and they identify how the text addresses these themes by looking at character or people respond during conflict.

Bend Three: Using power and perspective to find meaning in fiction and nonfiction

17. **Read Aloud:** Readers define tension in a text by looking for moments of uncertainty, anticipation, and emotional intensity created by conflicts.
18. Readers identify overarching themes/main ideas related to power, such as justice, inequality, control, or freedom, and consider how these themes/main ideas are expressed through power struggles.
19. Readers identify symbols related to power (e.g., a crown, weapon, or throne) and analyze their significance in the text by noting when, how, and where they appear.
20. Readers consider why characters/people act the way they do and how their decisions

Mentor Texts (Instructional Read Aloud):

Fish Cheeks by Amy Tan
Gate A4 by Naomi Shihab Nye
Inside Out by Friansico Jimenez
Hello My Name is _____ by Jason Kim
Charles, by Shirely Jackson
Tuesday of the Other June by Norma Fox Mazer
The Baby-sitter by Jane Yolen
The Cherry Tree Buck and Other Stories by Robin Moore
Twelve Impossible Things Before Breakfast by Jane Yolen
Sister Anne's Hands by Marybeth Lorbiecki
Show Way by Jacqueline Woodson
Guys Read Heroes & Villains by Jon Scieszka
Fly Away Home Eve Bunting
The Circuit by Francisco Jiménez
The Landlady by Roald Dahl
The Fight by Adam Badgasarian
The Lorax by Dr. Seuss
The Butter Battle by Dr. Seuss
Hooray for Diffendoofer Day by Dr. Seuss
The Sneetches and Other Stories by Dr. Seuss
Horton Hears a Who by Dr. Seuss
The Rules of Summer by Shaun Tan
Roxaboxen by Alice McLerran
Ox-Cart Man by Donald Hall
A Sweet Smell of Roses by Angela Johnson
Rose Blanche by Roberto Innocenti
Aunt Flossie's Hats and Crab Cakes Later by Elizabeth Fitzgerald Howard
Jimi Sounds Like a Rainbow by Gary Golio
Freedom on the Menu by Carole Boston Weatherford
These Hands by Margaret H. Mason
The Paper Bag Princess by Robert Munsch
Hidden Figures : The True Story of Four Black Women and the Space Race by Margot Lee Shetterly
Trailblazer : The Story of a Ballerina Raven Wilkinson By Leda Schubert
Life Doesn't Frighten Me by Maya Angelou
Libba : The Magnificent Musical Life of Elizabeth Cotten By Laura Veirs
Mae Among the Stars By Roda Ahmed
Henry's Freedom Box: The True Story of the Underground Railroad by Ellen Levine
Baseball Saved Us by Ken Mochizuki

impact the texts's message by tracking motivations and actions.

21. Readers analyze themes and main ideas by making connections to their own experiences or broader societal issues.
22. Readers identify how the author's craft impacts the meaning of the text by analyzing word choice, figurative language, and sentence structures that add deeper layers of meaning to the text.
23. Readers explore multiple interpretations of a text by recognizing that different readers might interpret the same text differently based on their own backgrounds, experiences, and values.
24. Readers analyze how the author's tone and the text's mood contribute to the overall meaning by close-reading portions of the text to dissect word choice and authors craft.
25. Readers analyze how authors use conflict, power dynamics, and perspective by analyzing themes, messages, and main ideas within a text.

Additional Honors Teaching Points:
Bend One:
3. Readers critically analyze how an author's background, experiences, and purpose shape their presentation of facts and opinions, understanding the underlying biases and intentions in the text.
4. Readers uncover pivotal plot points by looking for aha moments, and trace these moments to understand the overall theme of the text.

Bend Two:
13. Readers analyze how power shifts throughout a text by observing how characters or individuals gain, exercise, and lose power, considering the implications of these changes on the story's development of themes and motifs.
15. Readers investigate power dynamics in a story by analyzing their development within the lens of multiple literary elements.

Bend Three:
17. **Read Aloud:** Readers define tension in a text by looking for moments of uncertainty, anticipation, and emotional intensity created by conflicts.
19. Readers identify symbols related to power (e.g., a crown, weapon, or throne) and delve into their

Ruth and The Green Book by Calvin Alexander Ramsey
Terrible Things by Eve Bunting
Cloudy with a Chance of Meatballs by Judi Barrett
Weslandia by Paul Fleischman
The Princess Knight by Cornelia Funke
Where the Wild Things Are by Maurice Sendak
Squids Will be Squids by Jon Scieszka and Lane Smith
The Stinky Cheese Man by Jon Scieszka and Lane Smith
Sleep Book by Dr. Seuss
Tuesday by David Wiesner
Raymond's Run by Toni Cade Bambara
The Raft by Jim LaMarche
Come on Rain by Karen Hesse
Thank You, Mr. Falker by Patricia Polacco
Feathers and Fools by Mem Fox
Eyes that Kiss in the Corners by Joanna Ho
Thao by Thao Lam
It Began with a Page : How Gyo Fujikawa Drew the Way
A Different Pond by Bao Phi
Bilal Cooks Daal by Aisha Saeed
Yes We Will : Asian Americans Who Shaped this Country by Kelly Yang
Eyes that Speak to the Stars by Joanna Ho
Tala Learns to Siva by Kealani Netane
Throwing Shadows by E.L. Konigsburg
GrandMothers by Nikki Giovani
The World According to Dog by Joyce Sidman
Stories from the Silk Road retold by Gerry Gilchrist
What is Yellow Peril by Virginia Loh-Hagan
Teacher selected texts

Possible Independent Texts:
Hatchet by Gary Paulson
Crash by Jerry Spinelli
Wringer by Jerry Spinelli
The City of Ember by Jeanne DePrau
The People of Sparks by Jeanne DePrau
The Prophet of Yonwood by Jeanne DePrau
The Diamond of Darkhold by Jeanne DePrau
Holes by Louis Sachar
Rules by Cynthia Lord
Among the Hidden series by Margaret Peterson Haddix
A Mango Shaped Space by Wendy Mass
Ida B by Katherine Hannigan
Al Capone Does My Shirts by Genniffer Choldenko
Out of My Mind by Sharon M. Draper
Melissa (George) by Alex Gino

significance within the text by tracking their appearances throughout the text and examining how they contribute to the development of themes and characters.
20. Readers will identify differing perspectives between characters and/or narrators to analyze how the author establishes the reader's perspective.
23. **Read Aloud:** Readers will determine how authors use fiction to depict and/or alter historical events by comparing and contrasting a fictional portrayal of an event with a historical/scientific account of the same event.

Writing Teaching Points:
Piece One:

1. Writers generate ideas by doing a close reading of a fiction piece focusing their attention on the protagonist.
2. Writers gather evidence by annotating with a partner or small group to analyze the character within the text. They should then make a claim based on their annotations.
3. Writers rehearse their essay by placing their evidence into a graphic organizer. (Example: boxes and bullets)
4. Writers draft a literary essay organized into paragraphs that support the claim about the character.
5. Writers continue drafting their essays by adding an engaging hook at the beginning to draw in the reader and a strong ending that clearly restates and wraps up their claim.
6. Writers revise their literary essay paying attention to structure and order, and ensuring that it matches throughout the piece. This includes making sure their topic sentences match the evidence provided in their body paragraphs.
7. Writers edit their essays for transitions and to eliminate fragments and/or run on sentences.

Piece Two :

8. Writers generate ideas by doing close reading of two fiction pieces.
9. Writers gather evidence by annotating with a partner or small group to gather evidence about both texts. Writers use this evidence to create a claim. Writers may choose different focuses such as characters, conflict,

Freak the Mighty/Max the Mighty by Rodman Philbrick
Running Out of Time by Margaret Peterson Haddix
Flipped by Wedelin Van Draanen
Bob by Wendy Mass and Rebecca Stead
Pictures of Hollis Woods by Patricia Riley Gif
Every Soul a Star by Wendy Mass
Totally Joe by James Howe
The War Below Marsha Forchuk Skrypuch
Better Nate than Never by Tim Federline
Holes by Louis Sachar
Kira-Kira by Cynthia Kadota
Woods Runner by Gary Paulson
Esperanza Rising by Pam Munoz Ryan
Making Bombs for Hitler by Marsha Forchuk Skrypuch
Cracker by Cynthia Kadohata
Bud Not Buddy by Christopher Paul Curtis
Grenade by Alan Gratz
Refugee by Alan Gratz
Becoming Muhammad Ali by James Paterson and Kwame Alexander
The Wednesday Wars by Gary D. Schmidt
Harry Potter series by JK Rowling
The Emerald Atlas by John Stephens
Coraline by Neil Gainman
Gregor the Overlander by Suzanne Collins
The Guardians of GA'Hoole series by Kathryn Lasky
The Lightning Thief by Rick Riordan
Red Scarf Girl by Ji-li Jiang
Out of My Mind by Sharon Draper
Hiroshima: A Novella by Laurence Yep
Texts From CommonLit
Texts From Jr. Scholastic and Scope
Texts from ReadWorks

Honors:
The Iron Trial by Holly Back and Cassandra Clare
Walk Two Moons by Sharon Creech
The Wanderer by Sharon Creech
A Dog's Purpose by W. Bruce Cameron
The Inheritance Cycle series (*Eragon*) by Christopher Paolini
The Girl Who Drank the Moon by Kelly Barnhill
War Horse by Michael Morpurgo
The War that Saved My Life by Kimberly Brubaker Bradley
The War I Finally Won by Kimberly Brubarker Badley
When You Reach Me by Rebecca Steed
A Corner of the Universe by Ann M. Martin
Peak by Roland Smith
Stargirl by Jerry Spinelli
Love Stargirl by Jerry Spinelli

plot, theme, motifs, etc...

10. Writers draft a literary essay with a claim that weaves evidence from two texts.
11. Writers continue drafting a literary essay while elaborating and explaining their text evidence.
12. Writers revise how they introduce and explain their text evidence by using different transition words and phrases to keep their writing clear and interesting.
13. Writers edit and publish their essays for compare and contrast transitions and to include compound and complex sentences. When published, students can look back at the feedback received during this unit and set goals for their next writing piece.

Additional Honors Teaching Points:
Piece One:
3. Writers rehearse creating a claim based on the annotated evidence they discovered, and analyze with peers on what makes the strongest evidence to support their thinking.
7. Writers revise/edit word choice in their pieces to identify precise terminology and eliminate redundancy.

Piece Two:
8. Writers generate ideas to create a claim comparing and contrasting two literary texts by collecting and organizing multiple pieces of text evidence from both texts.
11. Writers utilize persuasive elements in a formal, academic tone to further strengthen their literary analysis.

Trash by Andy Mulligan
Texts From CommonLit
Texts From Jr. Scholastic and Scope
Texts from ReadWorks

Technology:
- Google Classroom
- Smartboard/document camera
- Online resources and websites
- Chromebooks
- Online notebooks

Assessment:
Formative:
- Student/teacher conferences
- Writing samples
- Writer's notebooks
- Student Performance Checklists
- Student self-reflection
- Learning Progressions

Summative:
- Student writing portfolios
- Student presentations
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments
- Rubrics
- Reading Diagnostic 2

Alternative:
- Book Trailer
- Social Media Profile
- Podcast
- Character Portrait

Interdisciplinary Connections

Visual and Performing Arts: 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks. **Activity: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks and how this process relates to analyzing literature.**

Social Studies: 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues. **Activity: Discuss why**

it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues as it relates to those presented in their novels.
Career Readiness, Life Literacies, and Key Skills
Utilize critical thinking to make sense of problems and persevere in solving them. **9.4.8.DC.6**: Analyze online information to distinguish whether it is helpful or harmful to reputation. **9.4.8.IML.14**: Analyze the role of media in delivering cultural, political, and other societal messages. **9.4.8.TL.4:** Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5,6.1.8.CivicsPI.3). **Activity: Look for patterns across genres, authors, and series. Determine how problems in literature are reflective of the real world and how they can be solved in a real-world setting.** **9.2.8.CAP.3**: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. **Activity: Tracking character motivations and actions across novels, and discussing in small groups how these may be influenced by education, career, and income.**
Computer Science & Design Thinking
8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. **Activity: Minilesson on how to cite sources when writing about literature. This can be applied to notebook entries for book clubs. Discuss how online citation generators can help with this process.**

Unit 4:
Research-Based Information Writing & Nonfiction Text Sets

Enduring Understandings
Writing: Informational writing is an extensive process that begins with evaluating source material and organizing that information then culminates in arranging that information clearly and purposefully. **Reading:** Readers compare and contrast nonfiction texts to evaluate structure and purpose. Readers evaluate information from multiple texts about a similar topic for accuracy and credibility.
Goals
Writing: **W.WR.6.5**. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **W.IW.6.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Acknowledge and attempt a formal/academic style, approach, and form.

F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

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

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

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

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

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

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

Additional Honors Writing Goals:

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while

avoiding plagiarism and following a standard format for citation.
W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.
B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
E. Recognize spelling conventions.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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

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

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

Additional Honors Reading Goals:

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
C. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

PossibleMid-Lesson Teaching Points:

- Writers pause to reflect: "What writing moves from narrative or argument writing can I borrow to strengthen this piece?" Think about hooks, commentary, or character voice.
- Writers check that their nonfiction writing has voice and clarity by revisiting mentor texts and asking, "What strategies did those writers use to sound knowledgeable and interesting?"
- Writers try adding a rhetorical question, repetition, or personal commentary in key places to make their writing more engaging and thought-provoking.

Writing Teaching Points:

Narrative Preassessment

Piece One:

1. Writers collect ideas by researching different people of interest using credible sources.
2. Writers rehearse ideas by creating a story map/plot mountain about their person of interest, using facts gathered from credible sources.
3. Writers draft a biographical narrative nonfiction piece in which they focus on developing a true story about their person of interest, with a clear theme.
4. Writers draft their writing to use paragraphs to show time or setting changes, new parts of the story, or to create suspense.
5. Writers will revise their story to include figurative language and sensory detail to build description within their text.
6. Writers revise their essay to create moments of tension within the story.
7. Writers edit their writing to include transitional phrases and clauses to alert readers to changes in setting, tone, mood, point of view, or time.

Piece Two:

8. Writers collect ideas about a historical topic or event using credible sources that include articles or books about historical topics or events.
9. Writers rehearse ideas by building a graphic organizer of information about their historical event or topic.
10. Writers rehearse ideas by analyzing their organizer

Core Materials:

Units of Study for Reading
Units of Study for Writing

Supporting Materials and Teacher Resources:

Leveled Bookroom
Classroom Libraries
Teaching Writing in Small Groups by Jennifer Serravallo
Teaching Reading in Small Groups by Jennifer Serravallo
Notice and Note Strategies for Close Reading by Kylene Beers and Bob Probst
Reading Nonfiction
Notice & Note Stances, Signposts, and Strategies by Kylene Beers and Bob Probst
A Teacher's Guide to Reading Conferences by Jennifer Serravallo
Reading with Presence: Crafting mindful, evidence-based reading responses by Marilyn Pryle
The Reading Strategies Book 2.0 by Jennifer Serravallo
The Writing Strategies Book by Jennifer Serravallo
Teaching Interpretation using text-Based Evidence to Construct Meaning by Sonja Cherry-Paul & Dana Johansen
Socratic Circles by Matt Copeland
Bringing Words to Life by Beck, McKeown, & Kucan
Mechanically Inclined: Building grammar, usage, and style into Writer's Workshop by Jeff Anderson
Write Like This: Teaching real-world writing through modeling & mentor texts by Kelly Gallagher
Falling in Love with the Close Read by Christopher Lehman & Kate Robers
A Novel Approach by Kate Roberts
Conferring by Patrick Allen
Deeper Reading: Comprehending Challenging Texts by Kelly Gallagher

and choosing a narrow focus of their historical event or topic.

11. Writers draft their own nonfiction article about a historical event or topic in which they focus on paraphrasing events in chronological order.
12. Writers revise their essay for clarity, coherence, and logical flow by including strong topic sentences, headings, and smooth transitions between subtopics.
13. Writers edit their essay for commas with series, dates, and places.
14. Writers will edit their essay for correct citation of sources.

Piece Three:

15. Writers collect ideas about a scientific topic of their choosing using credible sources about topics that are scientific in nature.
16. Writers rehearse ideas by building a graphic organizer about their scientific topic that tries out different text structures (example: compare and contrast, description, cause and effect.).
17. Writers draft a scientific piece on their topic that follows a specific text structure.
18. Writers revise their essays for descriptive or sensory details that they can use to make their writing more engaging.
19. Writers edit their essays for scientific terminology and ensure it is used appropriately. They may provide definitions or explanations for terms that might be unfamiliar to the reader.

Piece Four:

20. Writers collect ideas about a current event using credible news sources and outlets while studying how writers write news articles
21. Writers rehearse ideas by building a graphic organizer to summarize a current event article.
22. Writers draft a nonfiction current event article in which they paraphrase and summarize the main events of their topic, while adding in their own commentary and analysis.
23. Writers revise their lead to check that it grabs the reader's attention and clearly states the main point or news event.
24. Writers revise their quotations to ensure they are relevant and add information to the article.
25. Writers edit headlines and visual aids to ensure they are correctly labeled and relevant to the content.

Additional Honors Writing Teaching Points:

Piece One:

3. Writers draft a biographical narrative nonfiction piece in

Strategic Spelling: Moving beyond memorization in the middle grades by Jonathan Wheatly
Word Journeys by Kathy Ganske
The Megabook of Fluency by Rasinski & Smith
Micro Mentor Texts by Penny Kittle
When Kids Can't Read: What Teachers Can Do by Kylene Beers
RMS Writing Unit Structure
RMS Reading Unit Structure

Mentor Texts (Instructional Read Aloud):

Biography.com
NationalGeographic.com
History.com
Npr.com
Youtube.com
Newsela
Jr. Scholastic,
Scholastic Scope
CNNkids.com
Harvesting Hope: The True Story of Cesar Chavez by Kathleen Krull
Teacher selected texts

Possible Independent Texts:

Growing Up in Coal Country bySusan Campbell Bartoletti
Quest for the Tree Kangaroo by Sy Montgomery
Promises to Keep by Sharon Robinson
Children of the Great Depression by Russell Freedman
Steve Jobs: Thinking Differently by Patricia Lakin
The Tarantula Scientist by Sy Montgomery
Fire in Their Eyes by Karen Magnuson Beil
Surviving Hitler by Andrea Warren
Harry Houdini: A Photographic Story of a Life by Viki Cobb
Abraham Lincoln: A Photographic Story of a Life by Tanya Lee Stone
Temple Grandin: How the Girl Who Loved Cows Embraced Autism and Changed the World by Sy Montgomery
Sally Ride: A Photobiography of America's Pioneering Woman in Space by Tom O'Shaughnessy
Gretha Thunberg: Climate Crisis Activist by Matt Doeden
Respecting the Contributions of Disabled

which they focus on developing a biographical nonfiction piece about their person of interest, in which a clear theme is developed and seen throughout all areas of the text.
6. Writers revise their essay to create moments of tension within the story that tie directly to conflict between individuals and development of the person of interest.

Piece Two:
8. Writers will create a comprehensive piece by gathering information from multiple sources and recognizing when further research/investigation is needed.
11. Writers intentionally craft an introduction to a piece with a clear preview of what information will be shared to best support the reader's comprehension.

Piece Three:
17 Writers will use a variety of text features and structures to present information in a way that will capture the reader's attention and enhance their understanding.
18. Writers thoughtfully revise their essays to integrate descriptive and sensory details that not only enhance engagement but also serve to create mood, reinforce themes, and evoke specific emotional responses from the reader.

Piece Four:
22. Writers draft a nonfiction current event article in which they thoughtfully structure their article to highlight key points and use a style appropriate for the intended audience, balancing factual reporting with engaging storytelling.
23.Writers revise their lead to check that it grabs the reader's attention by building suspense and clearly states the main point or news event, hinting at what is to come in the text.

Reading Teaching Points:

1. **Read Aloud:** Readers analyze the structure and purpose of a nonfiction text by understanding authors may use different organizing strategies and/or have different intentions when writing about similar topics.
2. Readers analyze the organization of nonfiction text by focusing on patterns such as chronological order, cause and effect, problem and solution, compare and contrast, and description to identify that information is conveyed in varying ways.
3. Readers identify author's purpose in nonfiction text sets by looking for language that informs, persuades or entertains.
4. Readers compare different texts' credibility by comparing the author's credentials, bias, and current accuracy.
5. Readers look for factual evidence by searching for consensus among multiple sources to evaluate claims

Americans by Sloane MacRae
Respecting the Contributions of LGBT Americans by Anna Kingdom
The Benin Kingdom: Innovations from Past Civilizations by Sonya Newland
Texts From:
Biography.com
NationalGeographic.com
History.com
Npr.com
Youtube.com
Newsela
Jr. Scholastic,
Scholastic Scope
CNNkids.com
CommonLit

Honors:
Texts from Newsela
Texts from Scholastic Scope
Texts from Jr. Scholastic
Texts from CommonLit
Growing Up in Coal Country by Susan Campbell Bartoletti
Children of the Great Depression by Russell Freedman
Steve Jobs: Thinking Differently by Patricia Lakin

Technology:

- Google Classroom
- Smartboard/document camera
- Online resources and websites
- Chromebooks
- Online notebooks

Assessment:
Formative:

- Pre-assessment for narrative writing
- Student/teacher conferences
- Writing samples
- Writer's notebooks
- Student Performance Checklists
- Student self-reflection
- Learning Progressions

Summative:

- Student writing portfolios
- Student presentations
- Standards Based Writing Rubrics
- Writing Pathways Performance

in a text.

6. **Read Aloud:** Readers compare main ideas in similar texts by evaluating the author's use of sources and evidence.
7. Readers locate and integrate information by using text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes).
8. Readers compare the author's purpose and audience by analyzing text features.
9. Readers synthesize information when presented in different formats to develop a coherent understanding of a topic or issue.
10. Readers identify author points that have evidence to support them and those that do not in order to determine opinion versus fact.
11. Readers compare and contrast differences in tone, style, and language use between the texts.
12. Readers enhance their understanding of word definitions by identifying the relationship between particular words (e.g. cause/effect, part/whole, item/category)
13. Readers assess how well each text achieves its purpose and how effectively it communicates its message to the intended audience by tracking the arguments made and evidence used.

Additional Honors Teaching Points:
1. Read Aloud: Readers engage in a deep analysis of nonfiction texts by critically comparing and contrasting the author's intentions, organizational strategies, and use of rhetorical devices to evaluate how these elements work together to achieve the author's purpose and influence the reader's understanding and response.
3. Readers discern the author's purpose in nonfiction texts by critically analyzing language and tone, identifying strategies used to inform, persuade, or entertain, and consider how these elements interact to shape the overall message and effectiveness of the text, assessing the impact on the intended audience.
11. Readers will analyze main ideas and details presented in differing mediums/formats to determine how medium/format contributes to the reader's understanding of the topic.
13. Readers will develop a closer understanding of a text by looking for examples of an author's techniques to establish connections between ideas (such as comparisons or analogies).

Assessments

- Rubrics

Reading Benchmark:

- Reading Rate (130 wpm is benchmark for 6th grade)
- Comprehension
- Fluency

Writing Benchmark:
Narrative Writing

Alternative:

- Class Magazine or Newspaper
- Website or Blog
- Magazine
- Documentary
- Brochure
- Virtual Museum Exhibit

Interdisciplinary Connections

Science: MS-LS2-1: Ecosystems: Interactions, Energy, and Dynamics: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. **Activity: "Ecosystems" text set.** **Social Studies: 6.3.8.CivicsPI.4:** Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information. **Activity: Discuss how political, civil and economic organizations shape people's lives as it relates to issues presented in various nonfiction text sets.**
Career Readiness, Life Literacies, and Key Skills
Use technology to enhance productivity, increase collaboration and communicate effectively. **9.4.8.DC.6**: Analyze online information to distinguish whether it is helpful or harmful to reputation. **9.4.8.IML.8:** Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b). **9.4.8.TL.6:** Collaborate to develop and publish work that provides perspectives on a real-world problem. **Activity: Students create text sets using a variety of different media outlets. Compare and contrast the information and evaluate how this information can change when modified for different types of audiences.** **9.2.8.CAP.10**: Evaluate how careers have evolved regionally, nationally, and globally. **Activity: Study careers through different text sets and create lists of how specific careers have evolved using text evidence to support your thinking.**
Computer Science & Design Thinking
8.1.8.DA.2: Explain the difference between how the computer stores data as bits and how the data is displayed.**Activity: View multiple text sets on the same topic and gather different perspectives. Students analyze how different audience target groups impact the information being presented as they create a claim on the topic for a written assignment. Explain how this information is stored and displayed for audiences.**

Unit 5:
Beyond the Page: Multimedia Explorations in Fiction and Nonfiction & Reader Responses: Analyzing and Reflecting on Fiction and Nonfiction

Enduring Understandings
Reading: Readers investigate information presented in multiple media formats and the role it plays in revealing the author's purpose and main idea. **Writing:** Writers evaluate nonfiction information in order to inform their own claims.
Goals
Reading: **RI.CR.6.1.** Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. **RI.CI.6.2.** Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. **RI.TS.6.4.** Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
RI.PP.6.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.
SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

Additional Honors Reading Goals:
RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
C. Analyze the impact of a specific word choice on meaning and tone.
D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Writing:

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
D. Establish and maintain a formal/academic style, approach, and form.
E. Provide a concluding statement or section that follows from the argument presented.
W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Provide a conclusion related to the information of explanation presented.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

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

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

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

Additional Honors Writing Goals:
W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

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

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.
B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
E. Recognize spelling conventions.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Possible Mid-Lesson Teaching Points:

- Readers use strategies like replaying, rereading, or zooming in on visuals when something doesn't make sense.
- Readers consider the purpose of the structure of the text: How does the order of images or scenes shape how we understand the message or story?
- Readers look for and analyze how authors use symbols or repeated images in digital media to communicate deeper meanings

Reading Teaching Points:
Bend One: Exploring Literature Across Diverse Formats

1. **Read Aloud:** Readers understand that fiction and nonfiction can be presented in various media formats by analyzing texts, audio, video, images.
2. Readers understand that nonfiction information is

Core Materials:
Units of Study for Reading
Units of Study for Writing

Supporting Materials and Teacher Resources:
Leveled Bookroom
Classroom Libraries
Teaching Writing in Small Groups by Jennifer Serravallo
Teaching Reading in Small Groups by Jennifer Serravallo
Notice and Note Strategies for Close Reading by Kylene Beers and Bob Probst
Reading Nonfiction
Notice & Note Stances, Signposts, and Strategies by Kylene Beers and Bob Probst

presented in a variety of media formats by analyzing several texts and images/infographics/graphic novels, etc...

3. Readers compare audio vs. written fiction texts by reading vs. listening to the audio to see how their understanding of the texts changes.
4. Readers view multimedia presentations through video, images, infographics.
5. **Read Aloud**: Readers explore interactive digital platforms to see how these tools enhance their understanding of a nonfiction topic or fictional story.
6. Readers identify commonalities and differences in how information is presented by looking at the organization of information in different media formats.
7. Readers evaluate the effectiveness of different media formats by determining which format best conveys specific types of information or arguments in nonfiction.
8. Readers engage in collaborative analysis by discussing in groups how their understanding of a topic shifts when presented in various media formats.

Bend Two: Analyzing and Synthesizing Writing through Visuals and Audio

9. **Read Aloud:** Readers understand that authors use techniques to engage the audience by analyzing different visual and audio elements; i.e. images, graphics, sound effects, music and voice narration.
10. Readers compare traditional texts with interactive versions to discuss how interactivity changes their perception, engagement, and understanding of the material.
11. Readers analyze how authors and creators use different forms of media, like images, sound, or animation, to build plot, mood, or character.
12. Readers analyze techniques that authors use to engage the audience by analyzing different visuals; i.e. images, videos, graphics, timelines, etc.
13. Readers explore the impact of multimedia elements (such as background music or sound effects) on the tone and mood on the content being read.
14. Readers will consider how visual and audio elements contribute to the tone, mood, and overall impact of the presentation by analyzing how they react individually.
15. Readers discuss the limitations and strengths of each format, considering how certain information might be lost or emphasized depending on the medium.
16. Readers discuss the role of accessibility in multimedia nonfiction, considering how visual and audio elements can be made more inclusive for audiences with disabilities.

A Teacher's Guide to Reading Conferences by Jennifer Serravallo
Reading with Presence: Crafting mindful, evidence-based reading responses by Marilyn Pryle
The Reading Strategies Book 2.0 by Jennifer Serravallo
The Writing Strategies Book by Jennifer Serravallo
Teaching Interpretation using text-Based Evidence to Construct Meaning by Sonja Cherry-Paul & Dana Johansen
Socratic Circles by Matt Copeland
Bringing Words to Life by Beck, McKeown, & Kucan
Mechanically Inclined: Building grammar, usage, and style into Writer's Workshop by Jeff Anderson
Write Like This: Teaching real-world writing through modeling & mentor texts by Kelly Gallagher
Falling in Love with the Close Read by Christopher Lehman & Kate Robers
A Novel Approach by Kate Roberts
Conferring by Patrick Allen
Deeper Reading: Comprehending Challenging Texts by Kelly Gallagher
Strategic Spelling: Moving beyond memorization in the middle grades by Jonathan Wheatley
Word Journeys by Kathy Ganske
The Megabook of Fluency by Rasinski & Smith
Micro Mentor Texts by Penny Kittle
When Kids Can't Read: What Teachers Can Do by Kylene Beers
RMS Writing Unit Structure
RMS Reading Unit Structure

Mentor Texts (Instructional Read Aloud):

Biography.com
NationalGeographic.com
History.com
Npr.com
Youtube.com
Newsela
Jr. Scholastic,

17. Readers explore the emotional impact of visual and audio elements by reflecting on how these media can evoke empathy, provoke thought, or inspire action in ways that text alone may not. **Bend Three: Engaging with with Nonfiction through Interactive Media** 18. **Read Aloud**: Students synthesize their information about a topic by engaging with hyperlinks, interactive maps, simulations, multimedia presentations, and author-cited sources. 19. Readers analyze the influence of design and layout on user engagement and comprehension, considering how visual organization, color schemes, and navigation tools affect their experience with interactive nonfiction. 20. Readers explore the role of user interactivity by analyzing how clickable elements, embedded quizzes, and simulations enhance or alter their understanding of nonfiction content. 21. **Read Aloud**: Readers analyze the author's purpose in multimedia by understanding that the author has a message. 22. Readers identify and analyze the author's purpose in multimedia nonfiction texts by recognizing how different media elements contribute to the overall message and intent of the creator. 23. Readers will discuss how the creator may aim to inform, persuade, entertain, provoke thought, evoke emotions, or spark action by analyzing various multimedia presentations. 24. Readers reflect on their personal learning preferences, discussing how different types of interactive media might cater to various learning styles and how that influences their engagement with the text. Students collaborate to identify the theme or main idea in interactive media by analyzing how the author conveys their message through words, visuals, and structure. 25. Students discuss the ethical implications of interactive media, considering issues such as digital accessibility, data privacy, and the potential for information overload or manipulation. **Additional Honors Teaching Points:** **Bend One:** **1. Read Aloud:** Readers critically evaluate how information is conveyed across different media formats—text, audio, video, and images—by analyzing how each medium shapes the presentation of facts and impacts audience interpretation and engagement.	Scholastic Scope CNNkids.com Rattlesnake Mesa; Stories from a Native American Childhood by Ednah New Rider Weber Commonlit.org Readworks.org **Possible Independent Texts:** *Growing Up in Coal Country* bySusan Campbell Bartoletti *Quest for the Tree Kangaroo* by Sy Montgomery *Promises to Keep* by Sharon Robinson *Children of the Great Depression* by Russell Freedman *Steve Jobs: Thinking Differently* by Patricia Lakin *The Tarantula Scientist* by Sy Montgomery *Fire in Their Eyes* by Karen Magnuson Beil *Surviving Hitler* by Andrea Warren *Harry Houdini: A Photographic Story of a Life* by Viki Cobb *Abraham Lincoln: A Photographic Story of a Life* by Tanya Lee Stone *Temple Grandin: How the Girl Who Loved Cows Embraced Autism and Changed the World* by Sy Montgomery *Sally Ride: A Photobiography of America's Pioneering Woman in Space* by Tom O'Shaughnessy *Gretha Thunberg: Climate Crisis Activist* by Matt Doeden *Respecting the Contributions of Disabled Americans* by Sloane MacRae *Respecting the Contributions of LGBT Americans* by Anna Kingdom *The Benin Kingdom: Innovations from Past Civilizations* by Sonya Newland *Texts From:* Biography.com NationalGeographic.com History.com Npr.com Youtube.com Newsela Jr. Scholastic, Scholastic Scope CNNkids.com

4. Readers analyze and interpret literature presented through video, images, and infographics, evaluating how each medium enhances understanding, communicates key concepts, and influences the viewer's perception and engagement with the content.

Bend Two:
12. Readers critically analyze how authors employ visual techniques—such as images, videos, graphics, and timelines—to engage the audience, enhance comprehension, and influence interpretation and interaction with the text.
14. Readers will consider how visual and audio elements contribute to the tone, mood, and overall impact of the presentation by analyzing how they react individually, and connecting this back to the overall theme/message of the text/presentation.
17. Readers critically examine how visual and audio elements evoke emotional responses—such as empathy, thought, or action—that text alone may not achieve, and reflect on how these effects connect to and enhance the author's purpose and overall message.

Bend Three:
18. Read Aloud: Readers analyze the author's purpose in multimedia nonfiction by understanding how the author's message is conveyed through various formats and how each element contributes to the overall intent and effectiveness of the communication.
22. Readers will closely examine the variety of structures an author uses throughout a text (written or multimedia) to determine how they contribute to the reader's overall understanding of the topic.
24. Readers reflect on how interactive media addresses various learning styles and provides new ways to understand and engage with a topic.

Writing:
Piece One:

1. Writers collect ideas by breaking down and analyzing questions being asked about a text.
2. Writers collect information by analyzing similarities and differences in how pieces approach a similar subject.
3. Writers rehearse by summarizing the main ideas in their own words (either in their notebooks or with a partner.)
4. Writers draft a response using a format - such as RACE - to fully answer the question and provide text evidence.
5. Writers revise by reflecting and elaborating on their text evidence and ensuring it completely aligns with their response to the question.
6. Writers revise by reflecting on the significance of their

Possible Independent Texts:
Hatchet by Gary Paulson
Crash by Jerry Spinelli
Wringer by Jerry Spinelli
The City of Ember by Jeanne DePrau
The People of Sparks by Jeanne DePrau
The Prophet of Yonwood by Jeanne DePrau
The Diamond of Darkhold by Jeanne DePrau
Holes by Louis Sachar
Rules by Cynthia Lord
Among the Hidden series by Margaret Peterson Haddix
A Mango Shaped Space by Wendy Mass
Ida B by Katherine Hannigan
Al Capone Does My Shirts by Genniffer Choldenko
Out of My Mind by Sharon M. Draper
Melissa (George) by Alex Gino
Freak the Mighty/Max the Mighty by Rodman Philbrick
Running Out of Time by Margaret Peterson Haddix
Flipped by Wedelin Van Draanen
Bob by Wendy Mass and Rebecca Stead
Pictures of Hollis Woods by Patricia Riley Gif
Every Soul a Star by Wendy Mass
Totally Joe by James Howe
The War Below Marsha Forchuk Skrypuch
Better Nate than Never by Tim Federline
Holes by Louis Sachar
Kira-Kira by Cynthia Kadota
Woods Runner by Gary Paulson
Esperanza Rising by Pam Munoz Ryan
Making Bombs for Hitler by Marsha Forchuk Skrypuch
Cracker by Cynthia Kadohata
Bud Not Buddy by Christopher Paul Curtis
Grenade by Alan Gratz
Refugee by Alan Gratz
Becoming Muhammad Ali by James Paterson and Kwame Alexander
The Wednesday Wars by Gary D. Schmidt
Harry Potter series by JK Rowling
The Emerald Atlas by John Stephens
Coraline by Neil Gainman
Gregor the Overlander by Suzanne Collins
The Guardians of GA'Hoole series by Kathryn Lasky
The Lightning Thief by Rick Riordan

response and adding elaborative detail.

7. Writers revise to include varying sentence structure to enhance meaning (syntax), reader/listener interest, and style/voice.
8. Writers edit for clarity, coherence, and logical flow.

Piece Two:

9. Writers rehearse by making connections between the texts in their own words.
10. Writers draft a response in a format - such as RACE- to answer a question using text evidence from multiple sources.
11. Writers revise their response using evidence from multiple nonfiction pieces to support questions asked about multiple texts, while appropriately citing sources.
12. Writers edit for sentence variety by checking for a mix of simple, compound, and complex sentences to enhance readability.
13. Writers edit for transitional words and phrases that move their writing along. Writers publish their writing and reflect on feedback to make a plan for their next writing piece.

Additional Honors Teaching Points:

Piece One:

4. Writers will create a strong analysis of text by gathering multiple pieces of text evidence from multiple sources.
5. Writers revise their work by critically evaluating their text evidence to ensure it robustly supports their response, aligning each piece of evidence with their argument to strengthen their overall position and clarity.

Piece Two:

11. Writers will generate questions and conduct individual research using outside sources to gather evidence that will further enhance their analysis of the nonfiction text.
13. Writers will strengthen their word choice and academic language by gathering domain-specific vocabulary to utilize in their analysis. Writers publish their writing and reflect on feedback to make a plan for their next writing piece.

Red Scarf Girl by Ji-li Jiang
Out of My Mind by Sharon Draper
Hiroshima: A Novella by Laurence Yep
Texts From CommonLit
Texts From Jr. Scholastic and Scope
Texts from ReadWorks

Honors:

Texts From CommonLit
Texts From Jr. Scholastic and Scope
Texts from ReadWorks

Honors:

Texts from Newsela
Texts from Scholastic Scope
Texts from Jr. Scholastic
Texts from CommonLit
Growing Up in Coal Country bySusan Campbell Bartoletti
Children of the Great Depression by Russell Freedman
Steve Jobs: Thinking Differently by Patricia Lakin
The Iron Trial by Holly Back and Cassandra Clare
Walk Two Moons by Sharon Creech
The Wanderer by Sharon Creech
A Dog's Purpose by W. Bruce Cameron
The Inheritance Cycle series (*Eragon*) by Christopher Paolini
The Girl Who Drank the Moon by Kelly Barnhill
War Horse by Michael Morpurgo
The War that Saved My Life by Kimberly Brubaker Bradley
The War I Finally Won by Kimberly Brubarker Badley
When You Reach Me by Rebecca Steed
A Corner of the Universe by Ann M. Martin
Peak by Roland Smith
Stargirl by Jerry Spinelli
Love Stargirl by Jerry Spinelli
Trash by Andy Mulligan

Technology:

- Google Classroom
- Smartboard/document camera
- Online resources and websites

	• Chromebooks • Online notebooks **Assessment:** **Formative:** • Pre-assessment for nonfiction writing • Student/teacher conferences • Writing samples • Writer's notebooks • Student Performance Checklists • Student self-reflection • Learning Progressions **Summative:** • Student writing portfolios • Student presentations • Standards Based Writing Rubrics • Writing Pathways Performance Assessments • Rubrics **Benchmark:** Nonfiction Writing **Alternative:** • Class Magazine or Newspaper • Website or Blog • Magazine • Documentary • Brochure • Virtual Museum Exhibit • Podcast • Interview

Interdisciplinary Connections

Social Studies: 6.1.8.HistpryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. **Activity: "Abraham Lincoln" nonfiction book club.**

Science: MS-ESS3-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. **Activity: "Fire in Their Eyes" nonfiction book club.**

Career Readiness, Life Literacies, and Key Skills

Use technology to enhance productivity to increase collaboration and communicate effectively. **9.4.8.DC.2:** Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). **9.4.8.IML.15:** Explain ways that individuals may experience the same media message differently. **9.4.8.TL.3:** Select appropriate tools to organize and present information digitally. **Activity: Nonfiction reading and analysis of new informational topics using technology.**

9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest. **Activity: Nonfiction book talks and book club meetings followed by a discussion and evaluation of communication and collaboration skills and their impact on career success.**
Computer Science & Design Thinking
8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems**. Activity: Read nonfiction books about real-world problems and expand with information gained from other sources. Students should review how to find an effective source and evaluate that source as they gain information on their topic. Use troubleshooting strategies to resolve issues when creating citations.**

Unit 6:
Poetic Writing: Honing Your Author's Craft & Author Voices: Hearing What the Speaker has to Say

Enduring Understandings
Writing: Writers analyze their own writing to develop their voice and style to create pieces that reflect their personal author's voice. **Reading:** Readers analyze the power of diverse author voices.
Goals
Writing: **W.NW.6.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A.** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B.** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C.** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D.** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E.** Provide a conclusion that follows from the narrated experiences or events. **W.WP.6.4.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience. **W.RW.6.7.** Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **L.SS.6.1.** Demonstrate command of the system and structure of the English language when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions. **L.KL.6.2.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
D. Maintain consistency in style and tone.

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
A. Interpret figures of speech (e.g., personification) in context.
B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
C. Analyze the impact of a specific word choice on meaning and tone.
D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Additional Honors Writing Goals:
W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.
B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
E. Recognize spelling conventions.
L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Reading:
RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

Additional Honors Reading Goals:
RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
D. Acknowledge new information expressed by others and, when warranted, modify their own views.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
C. Analyze the impact of a specific word choice on meaning and tone.
D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Possible Mid-Lesson Teaching Points:	Core Materials:
- Writers borrow strategies from narrative writing, like zooming in on a small moment, to add depth and specificity to a poem. If your poem feels vague, try grounding it in one clear moment or image. - Writers sometimes notice that their poems are telling rather than showing. Take a minute now to highlight or underline any lines that feel flat, and ask yourself: Can I show this feeling through image or metaphor instead?	Units of Study for Reading Units of Study for Writing **Supporting Materials and Teacher Resources:** Leveled Bookroom Classroom Libraries *Teaching Writing in Small Groups* by Jennifer Serravallo *Teaching Reading in Small Groups* by Jennifer Serravallo

- Writers sometimes break grammar rules on purpose, but they are always in control of their choices. Take a moment to reread your poem. Are your sentence fragments adding to the tone and rhythm, or are they confusing your reader?

Writing Teaching Points:

Piece One:

1. Writers generate ideas by viewing models of scientific and literal description, to analyze the reader's emotional impact and engagement with the writing.
2. Writers generate ideas by viewing mentor texts to see how authors' develop tone and mood within poetry by looking for the "neon line" — a vivid, powerful, or emotional line that stands out — and using it to anchor or strengthen the meaning of the entire poem.
3. Writers generate ideas by viewing poems in which authors convey personal information and narrative writing style. *What problem, emotion, or tension is being hinted at right away?* Looking for that early conflict can help you understand what the poem is really about.
4. Writers choose a topic in which they can explain in a scientific way, but be able to look at it with a poetic eye.
5. Writers use figurative language and sensory detail to describe ordinary ideas as they draft.
6. Writers draft poems in which they create imagery.
7. Writers revise their poetry to check that their "ordinary language" is now expressed in a "poetic" voice.
8. Writers revise their poems for cadence and flow.
9. Writers edit their poems for clarity and punctuation.

Piece Two:

10. Writers choose a topic of meaning to them, in which they want to convey a specific emotional tone to the reader.
11. Writers rehearse ideas by writing creating different moods for an audience, by changing the tone they use in their writing.
12. Writers draft a variety of poems in which they will convey emotional meaning and significance to an audience after choosing a specific tone to set for the reader.
13. Writers revise their poems, by looking at moments within the writing that convey specific emotion.
14. Writers revise their poetry for word choice to reflect their personal author voice and tone.
15. Writers will edit their poems for mechanics in

Notice and Note Strategies for Close Reading by Kylene Beers and Bob Probst
Reading Nonfiction
Notice & Note Stances, Signposts, and Strategies by Kylene Beers and Bob Probst
A Teacher's Guide to Reading Conferences by Jennifer Serravallo
Reading with Presence: Crafting mindful, evidence-based reading responses by Marilyn Pryle
The Reading Strategies Book 2.0 by Jennifer Serravallo
The Writing Strategies Book by Jennifer Serravallo
Teaching Interpretation using text-Based Evidence to Construct Meaning by Sonja Cherry-Paul & Dana Johansen
Socratic Circles by Matt Copeland
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Mechanically Inclined: Building grammar, usage, and style into Writer's Workshop by Jeff Anderson
Write Like This: Teaching real-world writing through modeling & mentor texts by Kelly Gallagher
Falling in Love with the Close Read by Christopher Lehman & Kate Robers
A Novel Approach by Kate Roberts
Conferring by Patrick Allen
Deeper Reading: Comprehending Challenging Texts by Kelly Gallagher
Strategic Spelling: Moving beyond memorization in the middle grades by Jonathan Wheatley
Word Journeys by Kathy Ganske
The Megabook of Fluency by Rasinski & Smith
Micro Mentor Texts by Penny Kittle
When Kids Can't Read: What Teachers Can Do by Kylene Beers
RMS Writing Unit Structure
RMS Reading Unit Structure

Mentor Texts (Instructional Read Aloud):

The Secret Sheriff of 6th Grade by Jordan Sonninblick
The Boy Who Failed Show and Tell by Jordan Sonnenblick
The Boy Who Failed Dodgeball by Jordan Sonnenblick
Guys Write for Guys Read by Jon Scieszka

poetry.

Piece Three:

16. Writers choose topics of significance in their life that have helped to shape their world beliefs or cultural understandings.
17. Writers draft poems which are autobiographical in nature, but a departure from narrative storytelling.
18. Writers revise their poems by using devices such as repetition, symbolism, figurative language, and imagery to tell their story of themselves.
19. Writers edit their poems for intensive pronouns.

Piece Four:

20. Writers choose topics from existing writing, by looking for words and ideas that can be enhanced to show deeper symbolism, imagery, and meaning.
21. Writers rehearse several types of found poetry, trying several different techniques and themes.
22. Writers draft found poetry in which they focus on word choice and small details to create an overall theme.
23. Writers revise their poems for word choice that reflects the theme.
24. Writers edit their poems for meaning and clarity.
25. Writers publish their final products and create a visual to share.

Additional Honors Teaching Points:

Piece One:

6. Writers craft complex writing pieces by utilizing higher-level literary techniques such as extended metaphors.
7. Writers identify rhyme scheme patterns in poetry and apply them to their own poetic pieces.
8. Writers work to establish their individual author's voice by experimenting with techniques such as varying sentence/line structure, utilizing different forms of punctuation to create emphasis/meaning, or incorporate allegorical elements.

Piece Two:

10. Writers choose a complex topic on which they can convey multiple tones.
12. Writers draft a variety of poems to convey emotional meaning and thematic significance to their audience, carefully choosing a specific tone to enhance the reader's understanding and connection to the theme.

Piece Three:

18. Writers revise their poems by strategically employing devices such as repetition, symbolism, figurative language,

Boy by Ronald Dahl
Hoop Kings Poems by Charles R. Smith Jr.
This is Just to Say by Joyce Sidman
Texts from ReadWorks
Texts from CommonLit
My Life in Dog Years by Gary Paulson
Gate 4A by Naomi Shihab Nye
Fish Cheeks by Amy Tan
Eleven by Sandra Cisneros
Last Kiss by Ralph Fletcher
Teacher selected texts

Possible Independent Texts:

Hatchet by Gary Paulson
Crash by Jerry Spinelli
Stargirl by Jerry Spinelli
Love Stargirl by Jerry Spinelli
Wringer by Jerry Spinelli
The City of Ember by Jeanne DePrau
The People of Sparks by Jeanne DePrau
The Prophet of Yonwood by Jeanne DePrau
The Diamond of Darkhold by Jeanne DePrau
Holes by Louis Sachar
Rules by Cynthia Lord
Among the Hidden series by Margaret Peterson Haddix
A Mango Shaped Space by Wendy Mass
Ida B by Katherine Hannigan
Al Capone Does My Shirts by Genniffer Choldenko
Out of My Mind by Sharon M. Draper
Melissa (George) by Alex Gino
Freak the Mighty/Max the Mighty by Rodman Philbrick
Running Out of Time by Margaret Peterson Haddix
Flipped by Wedelin Van Draanen
Bob by Wendy Mass and Rebecca Stead
Pictures of Hollis Woods by Patricia Riley Gif
Every Soul a Star by Wendy Mass
Totally Joe by James Howe
The War Below Marsha Forchuk Skrypuch
Better Nate than Never by Tim Federline
Holes by Louis Sachar
Kira-Kira by Cynthia Kadota
Woods Runner by Gary Paulson
Esperanza Rising by Pam Munoz Ryan
Making Bombs for Hitler by Marsha Forchuk Skrypuch

and imagery to deepen the narrative of their personal story, ensuring these elements cohesively convey their intended message and evoke a meaningful response.

Piece Four:

23. Writers revise their poems by critically examining and refining the clarity of their theme, ensuring that every element—such as imagery, tone, and structure—supports and enhances the thematic message.
24. Writers revise for specific word choice to show tonal changes throughout the piece.

Reading Teaching Points:

1. **Read Aloud:** Readers understand that personal background plays a distinct role in author's craft by studying the author's background.
2. Readers investigate the role of diverse voices in expanding empathy and understanding by reflecting on how stories from different cultural or social contexts allow readers to see the world through different lenses.
3. Readers compare and contrast how similar themes are addressed by people of different backgrounds by reading a variety of texts.
4. Readers explore how authors use narrative voice by analyzing the differences between first-person, second-person, and third-person perspectives, and how these choices affect the reader's connection to the text.
5. **Read Aloud:** Readers evaluate the significance of setting in the works of diverse authors by analyzing how locations, whether real or fictional, play a crucial role in shaping the narrative and conveying cultural identity.
6. Readers explore the use of language, dialects and linguistic devices employed by diverse authors by paying attention to word choice, repetition, imagery, figurative language, and symbolism.
7. **Read Aloud:** Readers analyze the tone and mood in an author's voice by identifying how word choice, sentence structure, and punctuation contribute to the overall feeling conveyed in the text.
8. Readers understand the impact that bilingualism and code switching has on storytelling and poetic expression by reading various texts.
9. Readers discuss the impact of cultural identity on an author's voice by exploring how an author's cultural background shapes their storytelling and influences their depiction of characters, settings, and conflicts.
10. Readers reflect on the themes of identity and

Cracker by Cynthia Kadohata
Bud Not Buddy by Christopher Paul Curtis
Grenade by Alan Gratz
Refugee by Alan Gratz
Becoming Muhammad Ali by James Paterson and Kwame Alexander
The Wednesday Wars by Gary D. Schmidt
Harry Potter series by JK Rowling
The Emerald Atlas by John Stephens
Coraline by Neil Gainman
Gregor the Overlander by Suzanne Collins
The Guardians of GA'Hoole series by Kathryn Lasky
The Girl Who Drank the Moon by Kelly Barnhill
The Lightning Thief by Rick Riordan
Red Scarf Girl by Ji-li Jiang
Walk Two Moons by Sharon Creech
Out of My Mind by Sharon Draper
Hiroshima: A Novella by Laurence Yep
Texts From CommonLit
Texts From Jr. Scholastic and Scope
Texts from ReadWorks

Honors:

The Iron Trial by Holly Back and Cassandra Clare
Walk Two Moons by Sharon Creech
The Wanderer by Sharon Creech
A Dog's Purpose by W. Bruce Cameron
The Inheritance Cycle series (*Eragon*) by Christopher Paolini
The Girl Who Drank the Moon by Kelly Barnhill
War Horse by Michael Morpurgo
The War that Saved My Life by Kimberly Brubaker Bradley
The War I Finally Won by Kimberly Brubarker Badley
When You Reach Me by Rebecca Steed
A Corner of the Universe by Ann M. Martin
Peak by Roland Smith
Stargirl by Jerry Spinelli
Love Stargirl by Jerry Spinelli
Trash by Andy Mulligan
Texts From CommonLit
Texts From Jr. Scholastic and Scope
Texts from ReadWorks

Technology:

- Google Classroom
- Smartboard/document camera
- Online resources and websites

belonging by exploring how diverse authors address questions of self-discovery, cultural heritage, and the search for a place in the world. 11. Readers explore how historical events, social movements, and cultural shifts influence the author's perspective and thematic content by reading texts from a variety of time periods. 12. **Read Aloud:** Readers explore how authors express their viewpoints by examining how different authors address controversial or sensitive topics, noting any biases or unique perspectives. 13. Readers discuss the influence of diverse authors on young readers by reflecting on how their stories can shape readers' understanding of themselves and the world around them. **Additional Honors Teaching Points:** 3. Readers compare and contrast how similar themes are addressed by people of different backgrounds by reading a variety of texts, considering the cultural, social, and historical impact of these themes. 11. Readers will critically analyze and evaluate the treatment of common cultural/historical themes across a variety of texts by engaging with a diversity of literary works. 12. **Read Aloud:** Readers explore how authors express their viewpoints by examining how different authors address controversial or sensitive topics, noting any biases or unique perspectives, and exploring how these perspectives help to shape the reader's understanding of a text. 13. Readers evaluate how diverse authors contribute to social change by analyzing how their works challenge societal norms, advocate for justice, and inspire action, discussing the broader impact of these contributions on shaping public discourse and fostering empathy.	• Chromebooks • Online notebooks **Assessment:** **Formative:** • Pre-assessment for poetic voice. • Student/teacher conferences • Writing samples • Writer's notebooks • Student Performance Checklists • Student self-reflection • Learning Progressions **Summative:** • Student writing portfolios • Student presentations • Standards Based Writing Rubrics • Writing Pathways Performance Assessments • Rubrics • Reading Diagnostic **Alternative:** • Assorted Poetry • Narrative Writing • Comic Strip or Graphic Novel • Illustrated Storybook • Play or Skit
Interdisciplinary Connections	
Visual and Performing Arts: 1.1.8.Cr1b: Explore various movement genres though the elements of dance. Identify and select personal preferences to create an original dance study**. Activity: Craft a dance to go with a poem.** Social Studies: 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship). **Activity: Small groups using "Poems for Two Voices" as mentor texts to show development of theme in poetry . Poems reflect different forms of government.**	
Career Readiness, Life Literacies, and Key Skills	
Career Readiness, Life Literacies, and Key Skills Practices: Model integrity, ethical leadership and effective management. **9.4.8.TL.1:** Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and	

facilitate data-based decision-making. **9.4.8.DC.3:** Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure. **Activity: Poetic Description Journal Response- students reflect on integrity and ethical leadership through a scientific lens and then a poetic lens..** **9.2.8.CAP.10:** Evaluate how careers have evolved regionally, nationally, and globally. 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. **Activity: Study poets and relate to how their writing, influence, and careers can be different from more traditional authors.**
Computer Science & Design Thinking
8.1.8.CS.3: Justify design decisions and explain potential system trade-offs. **Activity: Record "Poems for Two Voices" and publish them digitally to share with other classes. Poems should reflect a local/global issue or event. Ex: President and a citizen in two voices. Reflect on design decisions when sharing final product.**