

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

English Language Arts

Grade: 6

ABSTRACT

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

ESSEX FELLS PUBLIC SCHOOL

Grade 6 English Language Arts

Unit of Study: (<i>Pacing Guide/Scope & Sequence - Specify time frame by days or weeks</i>)	Fictional and Nonfictional Texts, Persuasive Writing /Informational, Informational/Literary <i>September-December</i> (12 Weeks)	Fictional and Nonfictional Texts, Poetry Journal/Literacy, Informational, Narrative Writing Journal/Literary <i>January-March</i> (12 Weeks)	Fictional and Nonfictional Texts, Informational Writing, Journal/Literary (cont.) Informational/Literary <i>April-June</i> (12 Weeks)
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS: Reading <i>Close Reading</i> 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. <i>Central Ideas and Themes of Texts</i> 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. <i>Interactions Among Text Elements</i> RL.IT.6.3. Analyze how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or	NJSLS: Reading <i>Close Reading</i> 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. <i>Central ideas and Themes of Texts</i> 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. <i>Interactions Among Text Elements</i> RL.IT.6.3. Analyze how a particular text's structure unfolds in a series of	NJSLS: Reading <i>Close Reading</i> 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. <i>Central ideas and Themes of Texts</i> 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. <i>Interactions Among Text Elements</i> RI.IT.6.3. Analyze how a particular text's (e.g. article, brochure, technical manual, procedural text) structure

	change as the plot moves toward a resolution. Text Structure RL.TS.6.4. Analyze how a particular piece (e.g. chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to the development of the ideas, plot, setting, or theme. Perspective and Purpose in Texts RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate). Writing Domain: Argumentative 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 and sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience. 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.	episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution. Perspective and Purpose in Texts RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate). Diverse Media and Formats 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.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. Interactions Among Text Elements 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	unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text. Diverse Media and Formats 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. Writing Domain: Informational 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 and sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience. 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,
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	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 Language Domain: L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous	describe how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text. <i>Diverse Media and Formats</i> 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. Writing Domain: <i>Narrative</i> 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 and sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience. 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	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/grade-level- 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. <i>Integrate information</i> SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain
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	antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions. <i>Vocabulary, Acquisition and Use: Literal Meaning</i> 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	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. Language Domain: <i>Vocabulary, Acquisition and Use: Literal Meaning</i> 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,	how it contributes to a topic, text, or issue under study. <i>Use Media</i> SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. <i>Adapt Speech</i> SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Language Domain: <i>System and Structure of Language</i> 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,
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	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. Speaking and Listening Domain: <i>Participate Effectively</i> SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and	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). Speaking and Listening Domain: <i>Participate Effectively</i> SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the	parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions. <i>Vocabulary, Acquisition and Use: Interpretive Meaning</i> 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) . Speaking and Listening Domain: <i>Participate Effectively</i> SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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	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. <i>Present Information</i> 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). <i>Use Media</i> SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. <i>Adapt Speech</i> SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	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. <i>Integrate information</i> 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. <i>Use Media</i> SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. <i>Adapt Speech</i> SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	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.
Interdisciplinary Connections: Write out complete NJSLs:	ELA/Reading Companion	ELA/Reading Companion	ELA/Reading Companion

<i>(Must have at least one standard from one of these areas but may have more):</i> ● 8.1 Computer Science; or ● 8.2 Design Thinking)	Standards 6-8: History and Social Studies RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.	Standards 6-8: History and Social Studies RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Standards 6-8: History and Social Studies RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> ● 9.1 Personal Financial Literacy; or ● 9.2 Career Awareness, Exploration, Preparation & Training; or ● 9.4 Life Literacies & Key Skills)	9.4 Life Literacies & Key Skills 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).	9.4 Life Literacies & Key Skills 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).	9.4 Life Literacies & Key Skills 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> ● 8.1 Computer Science; or ● 8.2 Design Thinking)	Technology Standards 8.1.8.D.4 Assess the credibility and accuracy of digital content.	Technology Standards 8.1.8.D.4 Assess the credibility and accuracy of digital content.	Technology Standards 8.1.8.D.4 Assess the credibility and accuracy of digital content.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> ● 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	● To be a good reader and writer one must establish routines and terminology that allows them to become an effective participant of a	● All individuals have qualities and attributes that make them unique.	● Identify central ideas, supporting details, and fact vs. opinion. ● Master summarizing key points and

	literary community. There are certain character traits one must possess to overcome an obstacle that seems insurmountable.		comparing/contrasting texts effectively. - Develop expertise in using headings, subheadings, charts, and diagrams to deepen comprehension. - Cultivate the ability to make inferences, draw conclusions, and analyze the author's purpose and perspective.
Essential Questions: (Follow UbD best practices in the creation of questions)	- How can storytelling change the way people think or feel? - How might external factors influence the development of character identity? - What makes a story and/or a character compelling?	- How can storytelling change the way people think or feel? - How might external factors influence the development of character identity? - What makes a story and/or a character compelling?	- How can students become active readers who can identify details, analyze dialogue and action, infer character and theme, and expand their vocabulary? - How can students develop strong writing skills, including crafting clear arguments, using vivid language, and structuring a four-paragraph essay? - How can students gain proficiency in essential 6th-grade grammar skills to ensure coherent and effective writing?
STAGE 2: Evidence			
Assessment & Evidence: (By what criteria will performances of understanding be judged? Include: 1. Formative, 2. Summative, 3. Alternative - Performance/Project)	Formative Assessments - Exit Tickets - CER responses - Homework - Achieve 3000 articles	Formative Assessments - Exit Tickets - CER responses - Homework - Achieve 3000 articles	Formative Assessments - Exit Tickets - CER responses - Homework - Achieve 3000 articles

4. Benchmark)	• Participation • Reading Responses • Literature Circle/Book Club activities • Daily Class Discussions Summative Assessments • Tests - Novel Sections • Argumentative Writing Piece • CER whole book assessment • Written assessments Alternative Assessments • Literature Device Project • Oral Debates • Character Sketch Benchmark Assessments • Beginning Level Set for Achieve3000 • Diagnostic for Membean • IXL Diagnostic	• Participation • Reading Responses • Conference checklists • Daily Class Discussions Summative Assessments • Narrative Writing Piece • Tests • CER assessments • Written assessments Alternative Assessments • Oral Debates • Signs and Signpost Project • Mock Trial Debate Benchmark Assessments • Mid Year Level Set for Achieve3000 • Diagnostic for Membean • IXL Diagnostic	• Participation • Reading Responses • Conference checklists • Daily Class Discussions Summative Assessments • TPCASTT Writing Piece • Tests • CER assessments • Written assessments Alternative Assessments • Oral Debates • Poetry Book • Facebook Character Project Benchmark Assessments • End Level Set for Achieve3000 • Diagnostic for Membean • IXL Diagnostic
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> • Amistad Law • LGBTQ/Disabilities Law) • Holocaust Law	N.J.S.A 18A: 35-4.36a N.J.S.A. 18A:35-4.35-6 Reading • Read text closely to identify key details • Use the text to support their answers • Close reading activities	N.J.S.A 18A: 35-4.36a N.J.S.A. 18A:35-4.35-6 Reading • Law Unit conversations related to Mock Trial • Discuss, analyze, and present the effectiveness of media messages in small groups and	N.J.S.A 18A: 35-4.36a N.J.S.A. 18A:35-4.35-6 Reading • Read text closely to identify key details • Use the text to support their answers

	(highlighting, questioning, determining importance, looking for patterns) to make meaning of what was read • Use graphic organizers to chart personal connections, connections to other texts, and/or global connections • Use quotes or references from a text when explaining what the text says explicitly/or when explaining inferences drawn from the text • Identify evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. • Preview and predict to enhance comprehension • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text • Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures. • Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures. • Identify the narrator's point of	whole class discussions • Project based-learning • CER responses • Journaling • Use various sources of text, particularly nonfiction, to analyze information, determine its value, and synthesize into a scholarly conclusion both verbally and in writing based on thoughtful evidence. • Discuss information relative to thematic units that utilize a student's speaking and listening skills. (one-on-one, in groups, and teacher led) • Interpret information presented in diverse media and formats • Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English • Create songs that relate to the novel • Use textual evidence from literary texts to support the themes. • Identify text features: table of contents, index, diagram, glossary, headings, satellite images, maps. • Match a graphic organizer (five-column chart) to informational text to	• Close reading activities (highlighting, questioning, determining importance, looking for patterns) to make meaning of what was read • Use graphic organizers to chart personal connections, connections to other texts, and/or global connections • Use quotes or references from a text when explaining what the text says explicitly/or when explaining inferences drawn from the text • Identify evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. • Preview and predict to enhance comprehension • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text • Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures. • Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
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	view ● Identify text features: table of contents, index, diagram, glossary, headings, satellite images, maps. ● Match a graphic organizer (five-column chart) to informational text to understand structure. ● Identify the main idea of a text and identify details to support the main idea ● Analyze how the details of the text support and reveal the central idea or message ● Use text features (e.g., boldface words, glossary, pronunciation guides) to determine important vocabulary in a text. ● Construct a Venn diagram when reading a text to compare and contrast structures. ● Identify words that signify time order, sequence and cause/effect ● Explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause/effect ● Analyze and discuss characters in a text ● Use a Venn diagram to compare characters	understand structure. ● Identify words that signify time order, sequence and cause/effect ● Explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause/effect ● Analyze and discuss characters in a text ● Explain how the author supports the main ideas in informational text with key details ● Identify similes and metaphors Narrative Writing ● Write narratives to develop various introductions to grasp the reader ● Write narratives to develop characters and events ● Use appropriate dialogue and description ● Use transitions to organize the sequence of events ● Use concrete words, sensory details, and figurative language throughout the narrative ● Include a conclusion that teaches a lesson or wraps up the events effectively	● Identify the narrator’s point of view ● Identify text features: table of contents, index, diagram, glossary, headings, satellite images, maps. ● Match a graphic organizer (five-column chart) to informational text to understand structure. ● Identify the main idea of a text and identify details to support the main idea ● Analyze how the details of the text support and reveal the central idea or message ● Use text features (e.g., boldface words, glossary, pronunciation guides) to determine important vocabulary in a text. ● Construct a Venn diagram when reading a text to compare and contrast structures. ● Identify words that signify time order, sequence and cause/effect ● Explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause/effect ● Analyze and discuss characters in a text
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	• Understand what is heard, viewed, or presented through various media formats to help make meaning of the text • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Summarize the key points of a text • Explain how the author supports the main ideas in informational text with key details • Identify similes and metaphors • Find the similarities and differences between a story written in first person and story written in third person point of view Argumentative Writing • Collect ideas for argumentative writing pieces based off of Tell Tale Heart • Sharpen and develop ideas to pick thoughts that can grow and develop into a strong essay • Use graphic organizer to frame essay structure; thesis statement and reasons • Distinguish fact from opinions • Organize text by using a specific organizational	• Before writing, determine the audience, purpose, and length of writing • Include topic-specific language • Allow for opportunities to self-evaluate, revise, and edit • Edit using feedback and digital and print tools • Write research essays, narratives, opinion pieces, responses to text, or journal entries • Compose a story hook to engage the reader • Establish the story's background or situation • Introduce a narrator and/or characters • Purposefully arrange events to make the story flow • Use dialogue and description to develop experiences and events • Show the responses of characters in situations, when appropriate • Use a variety of transitional words and phrases to manage the sequence of events • Use concrete words and phrases to relay story details • Use sensory details to convey experiences and events precisely	• Use a Venn diagram to compare characters • Understand what is heard, viewed, or presented through various media formats to help make meaning of the text • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Summarize the key points of a text • Explain how the author supports the main ideas in informational text with key details Writing Informational • Write an informational piece with a clear thesis and supporting details • Collect ideas for informational writing pieces • Sharpen and develop ideas to pick thoughts that can grow and develop into a strong essay • Use a graphic organizer to frame the essay structure; thesis statement and details • Introduce a topic clearly • Compose a clear thesis statement • Group related information in paragraphs and sections
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	structure ● Group supporting details to support the writer's purpose ● Introduce a topic or text clearly ● State an opinion to be supported with evidence ● Write a thesis statement to focus the writing ● Logically order reasons that are supported by facts ● Support the opinion with facts and details from texts or other sources ● Use transitional words and phrases to connect opinions to reasons ● Write a conclusion related to the side presented. ● Develop essay introductions, transitions, and conclusions ● Link ideas into cohesive concepts that support a thesis statement Speaking and Listening ● Engage effectively in literature circle discussions; individual and group projects ● Listen, respond, and contribute thoughtfully by being prepared, following discussion rules, and listening and building on others' ideas ● Understand the original message clearly then change	● Provide a conclusion that follows from the narrated experiences or events Speaking and Listening: ● Engage effectively in literature circle discussions; individual and group projects ● Listen, respond, and contribute thoughtfully by being prepared, following discussion rules, and listening and building on others' ideas ● Understand the original message clearly then change the wording and sentence structure ● Share text through oral presentations or through PowerPoints/ Google Slides ● Identify the speaker's main point or claim by listening for reasons then make connections ● Look for helpful signal phrases like According to research or Experts say... ● Make an oral presentation with clear and concise language ● Present a Google Slides, PowerPoint, or Prezi ● Make a StoryBoard That! or Google Slides presentation that consists of relevant audio recordings	● Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate ● Purposefully select information to develop the topic ● Research a topic through investigation of the topic ● Explore a topic in greater detail by developing a research question that helps bring focus to the topic ● Gather information to support a topic ● Select relevant information from texts to support the main ideas or claims ● Group-like ideas to organize writing ● Research information from print and digital sources ● Integrate information from personal experience ● Take notes and organize their information into categories List the sources used ● Use strategies for reading literary and informational text to investigate topics ● Refer to specific details in a literary text when finding the similarities and differences between two or more characters, settings, or events ● Explain how an author uses
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	the wording and sentence structure ● Share text through oral presentations or through PowerPoints/ Google Slides ● Identify the speaker's main point or claim by listening for reasons then make connections ● Look for helpful signal phrases like According to research or Experts say... ● Make an oral presentation with clear and concise language ● Present a Google Slides, PowerPoint, or Prezi ● Make a StoryBoard That! or Google Slides presentation that consists of relevant audio recordings ● Determine who you are communicating with and what the purpose of the communication is. Language ● Use phonics to read accordingly ● Decode words while reading ● Use word parts to understand meaning ● Spell words using sound and structure ● Use read-alouds, vocabulary journals, writing assignments,	● Determine who you are communicating with and what the purpose of the communication is. ● Use phonics to read accordingly ● Decode words while reading ● Use word parts to understand meaning ● Spell words using sound and structure ● Use read-alouds, vocabulary journals, writing assignments, or word studies ● Read with purpose and understanding ● Read with accuracy, appropriate rate, and expression ● Self-correct or reread ● Analyze and spell multi-syllable words with Latin roots, prefixes, and suffixes ● Write affixed words ● Spell accurately ● Use both print and digital reference materials ● Use domain-specific words ● Use punctuation for effect ● Use formal English and informal discourse appropriately ● Use context clues ● Use Greek and Latin affixes	proof to support a point in informational text ● Prove each point with evidence from the text ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject Speaking and Listening: ● Engage effectively in literature circle discussions; individual and group projects ● Listen, respond, and contribute thoughtfully by being prepared, following discussion rules, and listening and building on others' ideas ● Understand the original message clearly then change the wording and sentence structure ● Share text through oral presentations or through PowerPoints/ Google Slides ● Identify the speaker's main point or claim by listening for reasons then make connections ● Look for helpful signal phrases like According to research or Experts say... ● Make an oral presentation with clear and concise language
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	or word studies • Read with purpose and understanding • Read with accuracy, appropriate rate, and expression • Self-correct or reread • Analyze and spell multi-syllable words with Latin roots, prefixes, and suffixes • Write affixed words • Spell accurately • Use both print and digital reference materials • Use domain-specific words • Use punctuation for effect • Use formal English and informal discourse appropriately • Use context clues • Use Greek and Latin affixes and roots to understand words • Consult print and digital reference materials • Identify, explain, and describe similes, metaphors, idioms, adages, and proverbs • Examine words related to characters • Use a variety of synonyms and antonyms • Recognize how words relate to each other • Group or compare words by	and roots to understand words • Consult print and digital reference materials • Identify, explain, and describe similes, metaphors, idioms, adages, and proverbs • Examine words related to characters • Use a variety of synonyms and antonyms • Recognize how words relate to each other • Group or compare words by meaning or function • Use graphic organizers, Venn diagrams, or analogy • Compare similar words and describe how they are different in feeling • Use reading responses, writing tasks, word studies, or class discussions Language • Use phonics to read accordingly • Decode words while reading • Use word parts to understand meaning • Spell words using sound and structure • Use read-alouds, vocabulary journals, writing assignments, or word studies • Read with purpose and	• Present a Google Slides, PowerPoint, or Prezi • Make a StoryBoard That! or Google Slides presentation that consists of relevant audio recordings • Determine who you are communicating with and what the purpose of the communication is. • Use phonics to read accordingly • Decode words while reading • Use word parts to understand meaning • Spell words using sound and structure • Use read-alouds, vocabulary journals, writing assignments, or word studies • Read with purpose and understanding • Read with accuracy, appropriate rate, and expression • Self-correct or reread • Analyze and spell multi-syllable words with Latin roots, prefixes, and suffixes • Write affixed words • Spell accurately • Use both print and digital reference materials • Use domain-specific words
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	meaning or function • Use graphic organizers, Venn diagrams, or analogy • Compare similar words and describe how they are different in feeling • Use reading responses, writing tasks, word studies, or class discussions Poetry • Explore imaginative possibilities of figurative language • Identify and develop an understanding of poetic devices including rhyme, repetition, alliteration, meter, and tone • Explore and identify extended metaphors in the text • Write original poems with colorful language and poetic devices • Understand methods and devices used in poetry • Identify famous poets from different backgrounds and nations • Understand rhyme and meter schemes and free verse • Practice using poetic devices • Compose rhymes, similes, and metaphors; use repetition, anaphora, and alliteration	understanding • Read with accuracy, appropriate rate, and expression • Self-correct or reread • Analyze and spell multi-syllable words with Latin roots, prefixes, and suffixes • Write affixed words • Spell accurately • Use both print and digital reference materials • Use domain-specific words • Use punctuation for effect • Use formal English and informal discourse appropriately • Use context clues • Use Greek and Latin affixes and roots to understand words • Consult print and digital reference materials • Identify, explain, and describe similes, metaphors, idioms, adages, and proverbs • Examine words related to characters • Use a variety of synonyms and antonyms • Recognize how words relate to each other • Group or compare words by meaning or function • Use graphic organizers, Venn	• Use punctuation for effect • Use formal English and informal discourse appropriately • Use context clues • Use Greek and Latin affixes and roots to understand words • Consult print and digital reference materials • Identify, explain, and describe similes, metaphors, idioms, adages, and proverbs • Examine words related to characters • Use a variety of synonyms and antonyms • Recognize how words relate to each other • Group or compare words by meaning or function • Use graphic organizers, Venn diagrams, or analogy • Compare similar words and describe how they are different in feeling • Use reading responses, writing tasks, word studies, or class discussions Language • Use phonics to read accordingly • Decode words while reading • Use word parts to understand meaning
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	DEI Activities Diversity and Inclusion LGBTQ 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Amistad 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness,	diagrams, or analogy • Compare similar words and describe how they are different in feeling • Use reading responses, writing tasks, word studies, or class discussions DEI Activities Diversity and Inclusion LGBTQ 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Amistad 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations	• Spell words using sound and structure • Use read-alouds, vocabulary journals, writing assignments, or word studies • Read with purpose and understanding • Read with accuracy, appropriate rate, and expression • Self-correct or reread • Analyze and spell multi-syllable words with Latin roots, prefixes, and suffixes • Write affixed words • Spell accurately • Use both print and digital reference materials • Use domain-specific words • Use punctuation for effect • Use formal English and informal discourse appropriately • Use context clues • Use Greek and Latin affixes and roots to understand words • Consult print and digital reference materials • Identify, explain, and describe similes, metaphors, idioms, adages, and proverbs • Examine words related to characters • Use a variety of synonyms
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	civil rights, human rights). Diversity and Inclusion 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Holocaust and Genocide 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.	of fundamental rights (e.g., fairness, civil rights, human rights). Diversity and Inclusion 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Holocaust and Genocide 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.	and antonyms ● Recognize how words relate to each other ● Group or compare words by meaning or function ● Use graphic organizers, Venn diagrams, or analogy ● Compare similar words and describe how they are different in feeling ● Use reading responses, writing tasks, word studies, or class discussions DEI Activities Diversity and Inclusion LGBTQ 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
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			Amistad 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). Diversity and Inclusion 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Holocaust and Genocide 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.
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Resources: <i>(Include names of texts and all online resources)</i>	Novels and Texts and Online Resources ● <i>Garvey's Choice</i> ● Edgar Allen Poe-Tell Tale Heart ● Achieve 3000 ● Membean ● Notice and Note ● Digital Readworks ● Newsela ● Kahoot	Novels and Texts and Online Resources ● <i>Ghost</i> ● <i>Front Desk</i> ● <i>Crash</i> ● <i>The Giver</i> ● <i>Long Walk to Water</i> ● <i>Paper Wishes</i> ● Achieve 3000 ● Membean ● Kahoot ● Notice and Note ● Newsela ● Readworks	Novels and Texts and Online Resources ● Derek Jeter's Commencement Speech ● TPCASTT resources ● <i>The Outsiders</i> ● Achieve 3000 ● Membean ● Kahoot ● Notice and Note ● Newsela ● Readworks
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> <i>1. Special Education</i> <i>2. English Language Learners (ELLs)</i> <i>3. At Risk/BSI</i> <i>4. Gifted & Talented/Advanced 5. 504)</i>	Special Education ● Individualized Education Plans (IEPs) ● Exemplars of varied performance levels ● Provide alternate test setting as needed ● Multi-media presentations ● Sheltered Instruction ● Consultation with CST ● Manipulatives ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner	Special Education ● Individualized Education Plans (IEPs) ● Exemplars of varied performance levels ● Provide alternate test setting as needed ● Multi-media presentations ● Sheltered Instruction ● Consultation with CST ● Manipulatives ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner	Special Education ● Individualized Education Plans (IEPs) ● Exemplars of varied performance levels ● Provide alternate test setting as needed ● Multi-media presentations ● Sheltered Instruction ● Consultation with CST ● Manipulatives ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner

	• Use of alternate assessments • Provide copy of class notes • Pair visual prompts with verbal presentations • Provide regular home communications English Language Learners (ELLs) • Dictionaries/ Thesaurus • Mnemonic devices • Visual aids • Modeling • Provide notes to students as needed in native language • Cultural responsiveness • Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) • Group students with others of different learning levels and abilities. • Non-verbal assessments Students At-Risk (BSI) • Read, Encode, Annotate, Ponder (REAP) • Interactive maps • Jigsaw groups • Vocabulary Self-Collection Strategy (VSS) • Graphic organizers • Use of technology for class assignments and homework	• Use of alternate assessments • Provide copy of class notes • Pair visual prompts with verbal presentations • Provide regular home communications English Language Learners (ELLs) • Dictionaries/ Thesaurus • Mnemonic devices • Visual aids • Modeling • Provide notes to students as needed in native language • Cultural responsiveness • Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) • Group students with others of different learning levels and abilities. • Non-verbal assessments Students At-Risk (BSI) • Read, Encode, Annotate, Ponder (REAP) • Interactive maps • Jigsaw groups • Vocabulary Self-Collection Strategy (VSS) • Graphic organizers • Use of technology for class assignments and homework	• Use of alternate assessments • Provide copy of class notes • Pair visual prompts with verbal presentations • Provide regular home communications English Language Learners (ELLs) • Dictionaries/ Thesaurus • Mnemonic devices • Visual aids • Modeling • Provide notes to students as needed in native language • Cultural responsiveness • Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) • Group students with others of different learning levels and abilities. • Non-verbal assessments Students At-Risk (BSI) • Read, Encode, Annotate, Ponder (REAP) • Interactive maps • Jigsaw groups • Vocabulary Self-Collection Strategy (VSS) • Graphic organizers • Use of technology for class assignments and homework
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	● Provide opportunities for students to discuss material verbally Gifted and Talented (Advanced) Students: ● Project-Based Learning ● Multimedia presentations ● Open-ended and informative writing with multiparagraphs ● Internet based research ● Open-ended responses including textual evidence ● Supplemental reading based on lexile ● Tiered assignments ● Topic selection based on interest ● Text Dependent Analysis Questions 504 Plans ● Preferential seating ● Extended time on tests and assignments ● Reduced homework or classwork ● Verbal, visual, or technology aids ● Oral assessments ● Provide copies of textbooks for home ● Provide regular home communication	● Provide opportunities for students to discuss material verbally Gifted and Talented (Advanced) Students: ● Project-Based Learning ● Multimedia presentations ● Open-ended and informative writing with multiparagraphs ● Internet based research ● Open-ended responses including textual evidence ● Supplemental reading based on lexile ● Tiered assignments ● Topic selection based on interest ● Text Dependent Analysis Questions 504 Plans ● Preferential seating ● Extended time on tests and assignments ● Reduced homework or classwork ● Verbal, visual, or technology aids ● Oral assessments ● Provide copies of textbooks for home ● Provide regular home communication	● Provide opportunities for students to discuss material verbally Gifted and Talented (Advanced) Students: ● Project-Based Learning ● Multimedia presentations ● Open-ended and informative writing with multiparagraphs ● Internet based research ● Open-ended responses including textual evidence ● Supplemental reading based on lexile ● Tiered assignments ● Topic selection based on interest ● Text Dependent Analysis Questions 504 Plans ● Preferential seating ● Extended time on tests and assignments ● Reduced homework or classwork ● Verbal, visual, or technology aids ● Oral assessments ● Provide copies of textbooks for home ● Provide regular home communication
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