



Curriculum Map

ELA Grade 6

Sacramento City Unified
School District

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6th Grade Year-at-a-Glance				
	Month/# of weeks	Unit	Supplemental Materials	ELA Standards
Approx. District Benchmark 1	Sept, Oct/ 4 weeks	Unit # 1 Launching the Year – Reading and Writing		RL, RI, W.1, W.2, W.3, SL, L
	Oct, Nov/ 4 weeks	Unit # 2 Narrative - Reading and Writing Realistic Fiction	Core Ready: The Journey to Meaning - The Core "Cs": Character, Change, and Central Idea -	RL, W.3, SL ,L
Approx. District Benchmark 2	Nov/Dec 7 weeks	Unit # 3 Informative/Explanatory – Reading and Writing Biographies	Core Ready: The Road to Knowledge - Point of View and Purpose: A Gateway to Literary Nonfiction	RI, W.2, SL, L
	Holiday Break			
	Jan/ 5weeks	Unit # 4 Argument – Reading and Writing Speeches	Core Ready: The Power to Persuade – The Obligation of Citizenship: Comparing and Contrasting Speeches and Biographies	RI, W.2, SL, L
	Feb, March 7 weeks	Unit # 5 Argument – Reading Author Study Writing Literary Analysis Essay		RL, RI, W.1, SL, L
Approx. District Benchmark 3	April 3 weeks	Unit # 6 Poetry – Reading and Writing Poetry		RL, W.1, W.9, SL, L
CAASPP (Smarter Balanced Summative Test)	May/4 weeks	Unit # 7 Narrative – Reading and Writing Short Stories	Core Ready: The Shape of Story – Packing a Punch: The Art and Craft of Short Stories	RL, W.3, SL, L
	June/2 weeks	Unit # 8 Reflecting on Growth as Readers and Writers & Setting Goals		W.10, SL, L

Unit #1: Launching the Year – Reading and Writing
(Approx. 4 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

- 6.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.2 – Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6.3 – Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Reading Standards for Informational Text:

- 6.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.2 – Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

Writing Standards:

- 6.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach
- 6.6 – Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- 6.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- 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 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
- 6.4 – Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal

elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Language Standards:

6.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

6.3a - Vary sentence patterns for meaning, reader/ listener interest, and style.*

6.4– Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:**Part 1: Interacting in Meaningful Ways**

1—Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.

3—Negotiate with or persuade others in conversations using appropriate register using a variety of learned phrases, indirect reported speech, as well as open responses.

5—Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.

6a—Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.

8—Explain how phrasing, different words with similar meaning, or figurative language produce shades of meaning, nuances, and different effects on the audience.

Part 2: Understanding How English Works

- Apply increasing understanding of how different text types are organized to express ideas to comprehending texts and writing cohesive texts.

Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela

Essential Questions	Assessments for Learning	Sequence of Learning Experiences <i>WHAT students will be able to do and WHY</i>	Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
<ul style="list-style-type: none"> How do we create a motivating, engaging, and respectful environment that fosters the delight and empowerment that accompanies literacy development? <p>Reading:</p> <ul style="list-style-type: none"> How do we become strong readers? How do we help each other become strong readers? <p>Writing:</p> <ul style="list-style-type: none"> How do we become strong writers? How do we help each other become strong 	<p>Types of assessment practices:</p> <p>Short Cycle Assessments - (minute-by-minute, daily, weekly)</p> <p>Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists, completed by the teacher or the writer, in which targeted objectives 	<p>Rituals and Routines</p> <ol style="list-style-type: none"> Learn and internalize routines to create a safe and productive learning community. Develop and follow agreed-upon rules for discussion to make collaboration productive and effective. Use a variety of words/phrases to ask relevant questions, affirm others, add pertinent information, build on responses, and provide useful feedback. Come to discussions prepared to make collaboration productive. 	<p>Rituals and Routines:</p> <ol style="list-style-type: none"> Introduce and practice protocols daily to internalize effective use of: <ul style="list-style-type: none"> Time & place for gathering (how to enter/exit). Student access to supplies (e.g., classroom library books, digital supplies, paper and writing tools, etc.) Student independent work time (location, transition to location, time frame, working with peers, and respectful use of learning supplies). Introduce discussion protocols for partner, small group, and whole class discussions using a looks like/sounds like/feels like chart. <ul style="list-style-type: none"> Reading & writing partners at gathering place (how to physically turn and talk). Conversation expectations (e.g., eye contact, body language, volume/tone of voice). Introduce and practice academic language stems (use Zweirs' Conversation Skills) categorized by purpose using student friendly topics (e.g., taking turns, listening vs. speaking, repeating for clarification, ways to agree/disagree, building on responses, etc.) Set and define clear expectations for "being prepared" and provide opportunities for practice. 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments 	<p>OCR Selections: TBD</p> <p>Suggested Trade Books:</p> <p><i>What you Know First</i> by Patricia MacClachlan</p> <p><i>Going North</i> by Janice N. Harrington</p> <p><i>Fox</i> by Margaret Wild</p> <p><i>Deal With It! Powerful Words from Smart Young Women</i> by The Extended Day Girls</p> <p><i>In Short A Collection of Brief Creative Nonfiction</i></p>

Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela					
Essential Questions	Assessments for Learning	Sequence of Learning Experiences <i>WHAT students will be able to do and WHY</i>	Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
<p>writers?</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others? 	<p>are highlighted (“I included a conclusion” or “I checked for capitalization at the beginning of sentences)</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessments -</p>	<p>Reading:</p> <ol style="list-style-type: none"> Self- reflect to establish their reading identity and set goals. Develop the habit of mind of reading daily to become life-long readers. Build stamina to sustain independent reading. Read daily with purpose and understanding to build strong reading habits and maintain stamina. Use self-assessment and self-management toward managing their independent reading time. Learn and internalize reading habits to manage independent reading time. 	<p>Reading</p> <ol style="list-style-type: none"> Give a reading interest survey that allows student reflection and results in written goals. Revisit and update goals periodically. Co-create a class chart of strategies. Track progress of stamina on a class bar graph and/or personal line graph during independent reading time (reflect on why class/students made gains or losses). Introduce/Review “ Reading with Stamina Strategies” daily: <ul style="list-style-type: none"> How to select books/texts of personal interest (Co-create a chart of how to select a book). Reread to extend independent reading time and comprehension. Identify and read just rights books (Co-create a chart of How to Select a Just Right book). Purposefully abandon books (Co-create a “Why We Abandon Books” chart). Etc. Have students create a personal Looks Like/Sounds Like/Feels Like” chart of strategies to read daily with stamina. Revisit chart adding and modifying strategies as noted during daily personal reflection. Co-create a chart of “Strategies to Figure out the Meaning of Unfamiliar Words”: <ul style="list-style-type: none"> Context Clues Root Word, Prefix, Suffix Apposition 	<ul style="list-style-type: none"> Visuals, e.g graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g. audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	<p>Suggested Professional Books/Links:</p> <p>Re: Differentiation: Universal Design for Learning</p> <p><i>The Reading Zone</i> by Nancie Atwell</p> <p><i>Best Books for Boys</i> by Pam Allyn</p> <p><i>The Book Whisperer</i> by Donalyn Miller</p> <p><i>A Writer’s Notebook: Unlocking the Writer Within You</i> by Ralph Fletcher</p> <p><i>Text Complexity: Raising Rigor in Reading</i> by Fisher, Frey, & Lapp</p> <p><i>Literature Circles: voice and choice in book clubs &</i></p>

Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela					
Essential Questions	Assessments for Learning	Sequence of Learning Experiences <i>WHAT students will be able to do and WHY</i>	Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
	<p>Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> Pre-unit, on-demand End-of-unit/project/ culminating task Interim Quarterly Portfolio Benchmarks Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g. CAASPP</p>	<p>7. Understand that readers read for different purposes under a variety of conditions and circumstances to build good reading habits (e.g. for fun, with a partner, small group.)</p> <p>8. Read, listen, and talk with peers/ partners about their text to build comprehension and learn from others.</p> <p>9. Write in a Reading Response Journal to record responses to the text.</p> <p>10. Make language choices that are appropriate to academic setting when expressing ideas and requesting information or clarification.</p>	<ul style="list-style-type: none"> Using opposites Etc. <p>7. Co-create a chart of “What We Read & Why?” (e.g., social media, informational text, directions, series books, magazines, bill boards, etc.)</p> <p>8. Co-create a chart of ways to read, listen, and talk with their peers about books.</p> <ul style="list-style-type: none"> Private reading a chapter before coming to discuss with partner. Creating questions together to answer, then private reading to answer. Etc. <p>(Use fish bowl technique to chart behaviors, “catching” students engaging in active partner reading, listening, and discussing).</p> <p>9. Model and share creative ways to record thinking about reading in a Reading Response Journal (e.g. Comparing/contrasting characters using icons/ drawings) Model how to share written or drawn responses with partner or small group.</p> <p>10. Model how to share written or drawn responses from journals with partner or small group.</p>		<p><i>reading groups</i> by Harvey Daniels</p> <p><i>Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy</i> by Fountas & Pinnell</p> <p><i>Launching the Writing Workshop</i> by Denise LeGrandis</p>

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Essential Questions	Assessments for Learning	Sequence of Learning Experiences <i>WHAT students will be able to do and WHY</i>	Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
		Writing: <ol style="list-style-type: none"> 1. Self-reflect to establish their writing identity. 2. Establish the use of a writer's notebook and write daily with purpose and understanding to build strong writing habits. 3. Engage in writing for increasingly longer stretches of time to sustain their work and get a lot done. 4. Use self-assessment and self-management toward managing their independent writing time. 5. Learn and internalize strategies to manage independent writing time. 6. Understand the value of rereading for many reasons including checking to see if their writing makes sense and to add details to entries. 7. Record a variety of meaningful entries in a Writer's Notebook to capture writing ideas. 	Writing: <ol style="list-style-type: none"> 1. Give a writing interest survey that allows student reflection. 2. Watch video or observe other classes maintaining writing stamina to gather strategy ideas of good writing habits. Co-create a chart of strategies your class wants to use to establish good writing habits. 3. Track progress of stamina on a bar graph during independent writing time. 4. Co-create a "Looks Like-Sounds Like-Feels Like" chart of strategies to maintain stamina: <ul style="list-style-type: none"> • Choose a topic you know a lot about. • Orally rehearse with a partner before writing. 5. Start a "Writing Habit" T-Chart: Record behaviors observing students who demonstrate What Good Writers Do & Why Good Writers Do That. 6. Model rereading writing of a new piece to add details. 7. Reinforce procedures while teaching a new idea for writing entries in your Writer's Notebook. <ul style="list-style-type: none"> • Observations • I wonder • Worries • Free-write • Lists • Memories • Descriptions (Sensory) • Ideas sparked from books 		

Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela					
Essential Questions	Assessments for Learning	Sequence of Learning Experiences <i>WHAT students will be able to do and WHY</i>	Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
		<p>8. Use spelling strategies to move through hard parts of writing independently without getting stuck.</p> <p>9. Understand that writing is possible under a variety of conditions and circumstances to build good writing habits.</p> <p>10. Understand a writer’s work is never done toward developing and maintaining stamina.</p> <p>11. Select, plan a structure for writing that suites the audience, task, and purpose, and draft a piece of writing to take through the writing process to learn the procedures of each step .</p> <p>12. Read, listen, and talk with peers/partners about their writing to strengthen writing ideas and learn from others.</p> <p>13. Revise a piece of writing to learn the procedure of how to revise.</p> <p>14. Edit their writing so it is ready to publish.</p>	<p>8. Co-create a chart of “What to Do When You Don’t Know How to Spell a Word?” so writing can continue:</p> <ul style="list-style-type: none"> • Fearless Spellers • Circle and go • Etc. <p>9. Co-create a chart of how and why “Writer’s Confer with the Teacher” while others keep writing.</p> <p>10. Co-create a chart of “What to Do When You Think You Are Done Writing:”</p> <ul style="list-style-type: none"> • Start a new story from Writing Ideas Chart. • Reread an old piece of writing and add to it. <p>11. Model and chart procedures for future units of how to:</p> <ul style="list-style-type: none"> • Selecting a idea from your writer’s notebook • Plan • Draft <p>12. Read your story aloud and model the procedure for peer responding. Give students something to listen for (e.g., a part of the story where they want the writer to add more details). Chart procedures to use for future units.</p> <p>13. Model how to revise your piece by adding details to it. Record procedure of how to revise on a chart for future units.</p> <p>14. Model procedure for editing one thing at a time by creating an “Editing Checklist” chart. (e.g., read the entire piece checking for only punctuation. Read it again checking for</p>		

Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela					
Essential Questions	Assessments for Learning	Sequence of Learning Experiences <i>WHAT students will be able to do and WHY</i>	Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
		<div>15. Publish their piece to share with a bigger audience.</div> <div>16. Reflect orally and in writing to articulate their learning and develop their identities as writers.</div> <div>17. Celebrate and share finished pieces so others may enjoy/connect with the writing.</div> <div>Speaking and Listening: Embedded above.</div>	<div>capitalization, etc.)</div> <div>15. Model the procedure of how to publish. Create a procedure chart for future units.</div> <div>16. Brainstorm a list of the students remembered learning during the launch. Teach reflection and goal setting procedures by writing a “Dear Reader” letter.</div> <div>17. Allow time for students to share their finished pieces (e.g., gallery walk, authors chair, group share, etc.)</div> <div>Speaking and Listening: Embedded above.</div>		

Unit #2: Narrative – Reading and Writing Realistic Fiction
(Approx. 4 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

- 6.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.2 – Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6.3 – Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- 6.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- 6.5 – Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- 6.6 – Explain how an author develops the point of view of the narrator or speaker in a text.
- 6.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards:

- 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.
- 6.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 6.5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
- 6.6 – Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Speaking and Listening:

- 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.
- 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.
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing
- 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.
- 6.5 – Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- 6.6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

Language Standards:

- 6.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 6.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 6.3a – Vary sentence patterns for meaning, reader/ listener interest, and style.
- 6.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- 6.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:**Part 1: Interacting in Meaningful Ways**

- 1—Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.
- 3—Negotiate with or persuade others in conversations using appropriate register using a variety of learned phrases, indirect reported speech, as well as open responses.
- 5—Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.
- 6a—Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.
- 8—Explain how phrasing, different words with similar meaning, or figurative language produce shades of meaning, nuances, and different effects on the audience.
- 12a—Use an expanded set of general academic words, domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.

Part 2: Understanding How English Works

- 1—Apply increasing understanding of how different text types are organized to express ideas, to comprehending texts and writing cohesive texts.
- 4—Expand noun phrases in an increasing variety of ways in order to enrich the meaning of sentences and add details about ideas, people, things, etc.
- 5—Expand sentences with a variety of adverbials to provide details about a variety of familiar and new activities and processes.

Unit #2: Realistic Fiction					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
Reading: <ul style="list-style-type: none"> What do we gain from reading realistic fiction? How are realistic fictions structured? Why? How should we read realistic fiction as a result? What language features are used in realistic fiction? Why? Writing: <ul style="list-style-type: none"> What are the characteristics realistic fiction? How do 	<p>Refer to CORE READY by Pam Allyn Lesson Sets Binder for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the Core Ready PDtoolkit</p> <p>Types of assessment practices:</p> <p>Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) 	Reading: <ol style="list-style-type: none"> Recognize common literary elements in literature and how they are used so that they will have a better understanding of the genre Identify and compare the common elements of plot (exposition, beginning action, rising action, conflict, climax, denouement, falling action, resolution, setting, characters) to build on their understanding of story structure and develop more academic terms for beginning, middle, and end Recognize that many realistic fictions have common motifs so that they can better understand and identify what a story is about Notice and identify when and how an author describes and develops characters in literature so they can identify how they connect to the character Identify important details the author included in the story and surmise why the author included it to deepen their understanding of story development. Understand how character's actions contribute to the sequence of events to better understand the plot 	Reading: <ol style="list-style-type: none"> Co-create a Genre Features Noticings Chart Reading for enjoyment and close reading of multiple examples of realistic fiction Facilitate time for students to discuss content and ideas in partners and small groups on a daily basis Use Reading Response Journal with prompts Use reading response journals to free write Use a graphic organizer to take notes on character's actions and the effect on story structure/plot 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments 	<p>OCR Selections:</p> <ul style="list-style-type: none"> <i>The Fire Builder</i> by Gary Paulsen <i>Amaroq, the Wolf</i> by Anthony Carnabuci <i>The No Guitar Blues</i> by Gary Soto <i>The Pretty Pennies Picket</i> by Bette Greene <p>CORE Ready Trade Books provided TBD</p> <p><i>Suggested Trade Books:</i></p> <ul style="list-style-type: none"> <i>Crash</i> by Jerry Spinelli <i>The House on Mango Street</i> by Sandra Cisneros <i>Hatchet</i> by Gary Paulson <i>Bucking the Sarge</i> by Christopher Paul

Unit #2: Realistic Fiction					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>realistic fiction writers structure and craft their work? Why?</p> <ul style="list-style-type: none"> How do realistic fiction writers use language features? Why? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others on and about realistic fiction? 	<ul style="list-style-type: none"> Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted (see Core Ready “Milestone Performance Assessment” Checklists) Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts 	<ol style="list-style-type: none"> Recognize common character types in literature and how they are used to develop a story so that they will have a better understanding of literature. Investigate what motivates a character to do the things they do and what a character wants out of life or from people to deepen their understanding and ideas about characters and their perspective. Determine the meaning of new vocabulary in their reading to expand their vocabulary Reflect on how realistic fiction can influence one’s own life so they realize the importance of realistic fiction in the world of literature. <p>Writing:</p> <ol style="list-style-type: none"> Notice and deconstruct how realistic fiction writers craft and structure work Create well developed main characters so that their short story is interesting (Main character questionnaire) Chose and develop a relevant setting to help move the story. Use key literary elements (exposition, beginning action, rising, action, conflict, climax, denouement, falling action, resolution, setting, characters) to 	<ol style="list-style-type: none"> Model and think aloud for the students Use a graphic organizer to keep track of details that describe characters (Character T chart) Monitor for unknown words as they read. Co-create chart of strategies used to determine meaning of the unknown word. Track cause and effect relationships throughout the story, character’s feeling and motivation and/or change over time throughout the story <p>Writing:</p> <ol style="list-style-type: none"> Add to the Genre Features Noticings Chart for realistic fiction Revisit their writer’s notebook for inspiration and ideas Use a graphic organizer to develop a setting. Model and think aloud what makes sense. Use a graphic organizer to plan out the elements of their story (exposition, beginning action, rising, action, conflict, climax, denouement, falling 	<ul style="list-style-type: none"> Visuals, e.g graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g. audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	<p>Curtis</p> <ul style="list-style-type: none"> <i>Esperanza Rising</i> by Pam Munoz Ryan <i>Border Crossing</i> by John Leslie <p><i>Suggested Professional Books for further study:</i></p> <ul style="list-style-type: none"> <i>Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy</i> by Fountas & Pinnell <i>Core Ready Lesson Sets for Grades 6-8: A Staircase to Standards Success for English Language Arts, The Journey to Meaning</i> by Pam Allyn

Unit #2: Realistic Fiction					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
	<p>selected by the student in consultation with the teacher</p> <p>Medium Cycle Assessment- Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> • Pre-unit, on-demand • End-of-unit/project/culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand <p>Long Cycle – Summative Annual, e.g. CAASPP</p>	<p>help craft their stories.</p> <p>5. Write three beginnings for their short story so that they can choose one that will hook the reader</p> <p>6. Use actions, feelings, and dialogue to make their characters come to life while drafting</p> <p>7. Expand sentences using a variety of adverbials to express time or sequence in narrative writing (e.g., <i>Soon thereafter, As the sun set, During the cold, dark night, Throughout the fall</i>). (Language Feature 3)</p> <p>8. Make careful choices as to how to end their story (provide resolution or not) so that there is a sense of closure</p> <p>9. Expand noun phrases by embedding clauses in order to enrich the meaning of sentences and add details about characters (e.g., The lunch lady, <i>who was known as “the detention monster”</i>, scowled at me from across the cafeteria.). (Language Feature 2)</p> <p>10. Carefully select vocabulary and figurative language to create precise shades of meaning in narrative writing (e.g., I am <i>sizzling</i> like a hot potato. She went <i>boneless</i>.) (Language Feature 1)</p>	<p>action, resolution, setting, characters)</p> <p>5. Facilitate time for students to discuss content and ideas in partners and small groups throughout the writing process</p> <p>6. In discussion groups, students discuss their characters actions, feelings, and dialogue for revision ideas during drafting</p> <p>7. Co-create a chart of “Ways authors express time or sequence” based on mentor texts. Facilitate time for students to incorporate into their drafts. (Language Feature 3)</p> <p>8. Facilitate time for students to discuss possible endings for their stories during drafting, using mentor text for inspiration</p> <p>9. Work with a partner to identify characters that need to be more fully developed. Revise writing using embedded clauses that add details about those characters. (Language Feature 2)</p> <p>10. Use common /overused Tier 1 words to co-create a “Shades of Meaning” chart with Tier 2 alternatives. (Language Feature 1)</p>		

Unit #2: Realistic Fiction					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
		11. Revise their writing to ensure they used and have precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events 12. Edit their writing to show they have command of language conventions 13. Hand write or type their finished work to have a published piece of writing 14. Read their short stories like story tellers to help bring the story to life for the listener 15. Reflect on what they learned and enjoyed about writing short stories to celebrate their accomplishments and learning’s. Speaking and Listening Embedded, above	11. Have revising teams 12. Edit with a peer and editing checklist for one thing at a time 13. Celebrate and Present finished pieces 14. Read to a buddy classroom 15. Have students reflect on what they did well, what they can improve on, and next steps in a Dear Reader letter. Speaking and Listening Embedded, above		

Unit #3: Informative/Explanatory - Reading and Writing Biographies
(Approx. 7 weeks)

ELA Common Core State Standards:

Reading Standards for Informational Text:

- 6.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.2 – Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
- 6.3 – Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- 6.4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.)
- 6.5 – Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
 - a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA
- 6.6 – Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- 6.7 – Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- 6.9 – Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Writing Standards:

- 6.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic **or thesis statement**; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding 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. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from the information or explanation presented.
- 6.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach
- 6.6 – Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- 6.7 – Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

- 6.8 – 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.
- 6.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 6.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- 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.
- 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.
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing
- 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..
- 6.4 – Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- 6.5 – Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- 6.6- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

Language Standards:

- 6.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 6.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 6.3a - Vary sentence patterns for meaning, reader/ listener interest, and style.*
- 6.4– Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- 6.5-- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6.6- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- 1—Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.
- 3—Negotiate with or persuade others in conversations using appropriate register using a variety of learned phrases, indirect reported speech, as well as open responses.
- 5—Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.
- 6a—Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.
- 8—Explain how phrasing, different words with similar meaning, or figurative language produce shades of meaning, nuances, and different effects on the audience.

Part 2: Understanding How English Works

- 2a—Apply increasing understanding of language resources for referring the reader back or forward in text to comprehending texts and writing cohesive texts.
- 3—Use various verb types, tenses, and aspects appropriate for the task, text type, and discipline on a variety of topics.
- 6—Combine clauses in a wide variety of ways to make connections between and join ideas, for example, to express a reason, to make a concession, or to link two ideas that happen at the same time.
- 7—Condense ideas in a variety of ways to create precise and detailed sentences.

Unit #3: Biography					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
Reading: <ul style="list-style-type: none"> What do readers gain from reading biographies? What are the characteristics of Biographies? How are Biographies structured and crafted? Why? How should we read them as a result? What language features are used in Biographies? Why? Writing: <ul style="list-style-type: none"> How do biography writers 	<p>Refer to CORE READY by Pam Allyn Lesson Sets Binder for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the Core Ready PDtoolkit</p> <p>Types of assessment practices:</p> <p>Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping 	Reading: <ul style="list-style-type: none"> Identify, compare, and contrast the text structures found in biographies to help build a better understanding of the genre Gather multiple, relevant print or digital sources to research a person who interests them Determine if there are multiple main ideas within text and identify each one with relevant supporting details to emphasize the idea that rich informational text may have more than one main idea Understand how nominalization is used to link ideas throughout a text (e.g., The fire destroyed (Language Feature 1) Synthesize important ideas and information to determine the overall main idea. Identify and explain the relationship between key ideas, people, and events to clearly identify places where they need to gather more sources or new information Determine the meaning of new vocabulary in their reading to expand their vocabulary Integrate information from multiple sources to create 	Reading: <ul style="list-style-type: none"> Co-create a Genre Features Noticings Chart for Biographies Read for enjoyment and Close read multiple examples of biographies Facilitate time for students to discuss content and ideas in partners and small groups on a daily basis Use Reading Response Journal with prompts Use reading response journals to free write Analyze how a specific case of nominalization connects ideas within a text. (Language Feature 1) Co-create a chart of why and how to identify important information Use a graphic organizer to keep track of main ideas and supporting details Model and think aloud for the students Use personal dictionary and personal thesaurus Use vocabulary strategies, dictionaries, and/or thesaurus to figure out unknown words 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and 	OCR Selections: <ul style="list-style-type: none"> <i>A Picture Book of Jesse Owens</i> by David A. Alder <i>Gandhi</i> by Nigel Hunter <p>CORE Ready Trade Books provided TBD</p> <p>Suggested Trade Books:</p> <ul style="list-style-type: none"> <i>Cesar Chavez: The Struggle for Freedom</i> by Richar Griswold Del Castillo <i>Malcom X: A fire Burning Brightly</i> by Leonard Jenkins <i>Famous Hispanic Americans</i> by Wendy Dunn <i>Extraordinary African-American s: From Colonial to Contemporary Times</i> by Susan

<p>structure and craft their work? Why?</p> <ul style="list-style-type: none"> How do biography writers use language features? Why? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others on biographies? 	<p>anecdotal records)</p> <ul style="list-style-type: none"> Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted (see Core Ready “Milestone Performance Assessment” Checklists) Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the 	<p>a more comprehensive account of the person they are researching</p> <ul style="list-style-type: none"> Consider and analyze multiple accounts or texts on the same topic in order to draw conclusions about the points of view represented Select visuals to support and design a presentation of the information they gathered Readers reflect on what they learned about reading biographies and conducting research to analyze their learning and identify next steps <p>Writing:</p> <ul style="list-style-type: none"> Notice and deconstruct how biography writers craft biographies. Find inspiration for and immerse themselves in a topic to pursue further through a research project Take organized notes to record and help them remember their thinking and learning. Understand when and how to summarize, paraphrase, and quote accurately when taking notes so they can utilize the work of other people effectively and respectfully Articulate their thoughts about their research in writing to gain practice clearly expressing their thinking about a new piece of information Process the information they have and identify any 	<ul style="list-style-type: none"> Conduct Web searches, use books, encyclopedias, newspapers, magazines, videos to conduct research <p>Writing:</p> <ul style="list-style-type: none"> Use multiple biographies and text as exemplars / mentor text Add to Genre Features Noticings Chart Use the writing process to finish a piece along with the students Facilitate time for students to discuss content and ideas in partners and small groups throughout the writing process Model and think aloud for the students Use a writers notebook to keep track of ideas and notes Co-Create a chart to teach how and when to summarize, paraphrase, and/or quote 	<p>complexity</p> <ul style="list-style-type: none"> Tiered assignments Visuals, e.g. graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g. audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	<p>Altman</p> <ul style="list-style-type: none"> <i>Escape from Saigon: How a Vietnam War Orphan Became An American Boy:</i> by Andrea Warren <i>Who was Steve Jobs?</i> by Pamela Pollack and Meg Belviso www.biographies.com <p>Suggested Professional Books for further study:</p> <ul style="list-style-type: none"> <i>Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy</i> by Fountas & Pinnell <i>Core Ready Lesson Sets for Grades 6-8: A Staircase to Standards Success for English Language Arts, The Road to</i>
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	<p>teacher</p> <p>Medium Cycle</p> <p>Assessments -</p> <p>Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> • Pre-unit, on-demand • End-of-unit/project/culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g. CAASPP</p>	<p>information they may need in order to create a more comprehensive account of the person they are writing about</p> <ul style="list-style-type: none"> • Choose the details that are most relevant to their writing and select the most logical place to add them to create an outline for their writing • Combine clauses to make concessions (e.g. <i>Although she was in severe pain</i>, Frida Kahlo never stopped painting.) or to link two ideas that happen at the same time (e.g. <i>As Diego was establishing himself as a muralist in America</i>, Frida concentrated on her own painting.). (Language Feature 2) • Draft three possible introductions for their biography and choose the one that is the most engaging to get their research project off to a strong start and engage the reader. • Use their outline to complete their first draft. • Use nominalization to condense information and link ideas in their biographies (e.g., The fire destroyed the forest => This <i>destruction</i> impacted all of us.). (Language Feature 1) • Revise for clarity of content, cohesion, and precise language and vocabulary to present their thinking as clearly as possible. • Edit their writing collaboratively and independently for conventions of standard English to make their writing easy to read 	<ul style="list-style-type: none"> • Facilitate time for students to outline. • Co-create charts “Ways writers make concessions” and “Ways writers show two things happening simultaneously” based on mentor texts. Facilitate time for students to incorporate into their outlines. (Language Feature 2) • Co-create a chart of engaging ways to begin their writing, appropriate use of transitions, and various ways to refer to their idea/topic based on mentor text • Present students with three possible ways to outline their writing • Refer back to example of nominalization from reading lesson. Students reread drafts to find places where nominalization might help them connect ideas or condense information. (Language Feature 1) • Have editing and revising teams • Celebrate and Present finished pieces • Have students reflect on what they did well, what they can improve on, and next steps 		<p><i>Knowledge: Information and Research by Pam Allyn</i></p>
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- Provide a list of sources/reference list/works cited page to give authors credit for their work
- Publish and share their informational text with others to celebrate and reflect on their accomplishments

Speaking and Listening
Embedded, above

Speaking and Listening
Embedded, above

Unit #4: Argument – Reading and Writing Speeches
(Approx. 3 weeks)

ELA Common Core Content Standards:

Reading Standards for Informational Text:

- 6.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.5 – Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- 6.6 – Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- 6.7- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- 6.8- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 6.9- Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Writing Standards:

- 6.1– Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from the argument presented.
- 6.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 6.5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
- 6.6 – Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- 6.7- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- 6.8- 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.
- 6.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 6.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- 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.
- 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.
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing
- 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.
- 6.3- Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 6.4 – Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- 6.5 – Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- 6.6- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

Language Standards:

- 6.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 6.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 6.3a - Vary sentence patterns for meaning, reader/ listener interest, and style.
- 6.4– Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- 6.5-- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6.6- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making

- Value evidence
 - Use technology and digital media strategically and capably.
 - Come to understand other perspectives and cultures.
- Relationship Skills
 - Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- 1—Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.
- 3—Negotiate with or persuade others in conversations using appropriate register using a variety of learned phrases, indirect reported speech, as well as open responses.
- 5—Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.
- 6a—Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.
- 8—Explain how phrasing, different words with similar meaning, or figurative language produce shades of meaning, nuances, and different effects on the audience.

Part 2: Understanding How English Works

- 2b—Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases to comprehending texts and writing cohesive texts.
- 5—Expand sentences with a variety of adverbials to provide details about a variety of familiar and new activities and processes.
- 6—Combine clauses in a wide variety of ways to make connections between and join ideas, for example, to express a reason, to make a concession, or to link two ideas that happen at the same time.

Unit #4: Speech					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
Reading: <ul style="list-style-type: none"> What do readers gain from reading opinion/argumentative speeches? What are the characteristics of opinion/argumentative speeches? How are opinion/argumentative speeches structured and crafted? Why? How should we read them as a result? What language features are used in opinion/argumentative 	<p>Refer to CORE READY by Pam Allyn Lesson Sets Binder for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the Core Ready PDtoolkit</p> <p>Types of assessment practices:</p> <p>Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews 	Reading: <ul style="list-style-type: none"> Notice and understand the structures and features used in speeches so they know how to read the genre Determine a speech writer's point of view and/or purpose to better understand perspective and bias Read closely to analyze how speech writers introduced an opinion/claim/issue Explain how a speech writer conveyed their point of view/opinion in a text to understand how the author crafted his argument and claims Trace the argument and claims in a speech to see how phrases, sentences, and/or paragraphs fit together Understand how speech writers use academic connecting and transitional words or phrases (e.g., consequently, however, unlike supporters of...) to link claims, reasons, evidence, or analysis throughout a speech (Language Feature 1) Distinguish between claims that are supported by reasons and evidence from those that are not so that they understand what makes a valid 	Reading: <ul style="list-style-type: none"> Co-create a Genre Features Noticings Chart for opinion/argument speeches Read for enjoyment and close read multiple opinion/argument speeches Facilitate time for students to discuss content and ideas in partners and small groups on a daily basis Use Reading Response Journal with prompts Use reading response journals to free write Conduct a text reconstruction (i.e., "dictogloss") of a speech; focus on the speech writer's use of connecting and transitional words (Language Feature 1) Highlight in speeches where speech writers introduced ideas in one color Highlight where speech writers conveyed their point of view in another color Use a graphic organizer to track arguments, claims, and the reasons and evidence provided as support in a speech 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments Visuals, e.g. graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and 	<p>OCR Selections:</p> <ul style="list-style-type: none"> <i>I Have a Dream</i> by Martin Luther King Jr. <p>CORE Ready Trade Books provided TBD</p> <p><i>Suggested:</i></p> <p>Trade Books:</p> <ul style="list-style-type: none"> <i>Great Speeches by American Women</i> by James Daley <i>An Organizer Tale: Speeches</i> by Cesar Chavez <i>A Testament of Hope: The essential writings and speeches of Martin Luther King Jr.</i> by Martin Luther King Jr. <i>By Any Means Necessary: Malcom X Speeches and Writings</i> by Malcom X

Unit #4: Speech					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
<p>speeches? Why?</p> <p>Writing:</p> <ul style="list-style-type: none"> How do opinion/Argumentative speech writers structure and craft their work? Why? How do opinion/Argumentative speech writers use language features? Why? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others on opinion/argumentative 	<p>and written surveys, in which students identify their writing strengths, needs, and interests</p> <ul style="list-style-type: none"> Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted (see Core Ready “Milestone Performance Assessment” Checklists) Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in 	<p>argument</p> <ul style="list-style-type: none"> Determine the meaning of new vocabulary in their reading to expand their vocabulary Read closely to analyze how a speech writers craft strong conclusions Decide to agree or disagree with the speech writer’s opinion using opinions and reasoning of their own backed up with evidence to distinguish their own point of view Compare and contrast one speech writer’s presentation with that of an another (identify connections and contradictions between information) Readers reflect on what they learned about reading opinion/argumentative speeches to analyze their learning and identify next steps <p>Writing:</p> <ul style="list-style-type: none"> Notice and deconstruct how argumentative speech writers craft their speeches. Use pre-writing strategies to generate topics and ideas for their speech writing and choose a topic 	<ul style="list-style-type: none"> Model and think aloud for the students Use personal dictionary and personal thesaurus Use vocabulary strategies, dictionaries, and/or thesaurus to figure out unknown words Conduct Web searches, use books, encyclopedias, newspapers, magazines, videos to conduct research <p>Writing:</p> <ul style="list-style-type: none"> Revisit and add to the Genre Features Noticings Chart for opinion/argumentative speeches Use the writing process to finish an opinion/argumentative speech along with the class 	<p>input options, e.g. audio and/or video text, technology</p> <ul style="list-style-type: none"> Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	<ul style="list-style-type: none"> Speeches on You Tube www.americanrhetoric.com <p><i>Suggested:</i></p> <p>Professional Books for further study:</p> <ul style="list-style-type: none"> <i>Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy</i> by Fountas & Pinnell <i>Core Ready Lesson Sets for Grades 6-8: A Staircase to Standards Success for English Language Arts, The Power to Persuade: Opinion and Argument</i> by Pam Allyn

Unit #4: Speech					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
speeches?	<p>consultation with the teacher</p> <p>Medium Cycle</p> <p>Assessments - Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> Pre-unit, on-demand End-of-unit/project/culminating task Interim Quarterly Portfolio Benchmarks Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g. CAASPP</p>	<ul style="list-style-type: none"> Evaluate and gather evidence from a variety of sources to understand and build an argument Use quotations to bolster their argument Balance evidence with analysis to explain the significance of their evidence and bind it together Combine clauses in different ways (e.g., compound and complex sentences) to make connections between evidence and analysis, for example, (e.g., Throughout the campaign, the President often stated, “Yes we can,” yet this phrase is actually...). (Language Feature 1) Choose the evidence and analysis that are most relevant to their writing and select the most logical place for it to create an outline for their writing Draft three possible introductions and choose the one that is the most engaging to get their speech off to a strong start. Use their outline to finish their draft. Revise for clarity of content, cohesion, and precise language and vocabulary to present their thinking as accurately as possible. 	<ul style="list-style-type: none"> Facilitate time for students to discuss content and ideas in partners and small groups throughout the writing process Conduct Web searches, use books, encyclopedias, newspapers, magazines, videos to conduct research Co-create a chart to address what qualifies as dependable/reliable information and resources Conduct a read-aloud of a speech to identify examples of how compound and complex sentences are crafted to join evidence and analysis. (Language Feature 1) Co-create a chart for when and how to choose quotations, summarize, and/or paraphrase Use questions to help writers analyze their evidence (how does this evidence relate to my claim? What makes this quote or statistic so important? Why am I including this evidence? How is this evidence changing my thinking?) Co-create a chart of engaging ways to begin their speeches, appropriate use of transitions, and various ways to refer to their idea/topic based on mentor text 		

Unit #4: Speech					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
		<ul style="list-style-type: none">Expand sentences with adverbs, adverb phrases and clauses, prepositional phrases to provide details (e.g., time, manner, place, cause) about a variety of ideas, issues, and experiences (e.g., “Over the past year, the President’s healthcare plan has ...). (Language Feature 2)Edit their writing collaboratively and independently for conventions of standard English to make their writing easy to readProvide a list of sources/reference list/works cited page to give authors credit for their workPublish and share their informational text with others to celebrate and reflect on their accomplishments <p>Speaking and Listening Embedded, above</p>	<ul style="list-style-type: none">Present students with three possible ways to outline their speechesDuring revision, use 2-3 samples of student texts to model how to expand sentences. (Language Feature 2)Have editing and revising teamsCelebrate and share their finished piecesHave students reflect on what they did well, what they can improve on, and next steps <p>Speaking and Listening Embedded, above</p>		

Unit #5: Argument – Reading Author Study and Writing Literary Analysis Essay
(Approx. 7 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

- 6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6.3 - Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- 6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- 6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- 6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.
- 6.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards:

- 6.1– Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from the argument presented.
- 6.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 6.5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
- 6.6 – Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- 6.7- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- 6.8- 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.
- 6.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Speaking and Listening:

- 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 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
- 6.3--Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 6.4 – Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- 6.5 – Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- 6.6- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

Language Standards:

- 6.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 6.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 6.3a - Vary sentence patterns for meaning, reader/ listener interest, and style.
- 6.4– Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- 6.5--Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6.6- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.

SEL Competencies:

- Self-Management

- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- 1—Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.
- 3—Negotiate with or persuade others in conversations using appropriate register using a variety of learned phrases, indirect reported speech, as well as open responses.
- 5—Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.
- 6a—Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.
- 8—Explain how phrasing, different words with similar meaning, or figurative language produce shades of meaning, nuances, and different effects on the audience.
- 12a—Use an expanded set of general academic words, domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.

Part 2: Understanding How English Works

- 2b—Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases to comprehending texts and writing cohesive texts.
- 3—Use various verb types, tenses, and aspects appropriate for the task, text type, and discipline on a variety of topics.

Unit #5: Author Study					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
Reading: <ul style="list-style-type: none"> What do we gain from reading multiple pieces of literature by the same author? What are the characteristics authors use to develop their craft? How does an author structure and craft their writing? Why? How should we read their writing as a result? What language features does an author use? Why? Writing:	Types of assessment practices: Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning: <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted ("I included a conclusion" or "I checked for 	Reading: <ul style="list-style-type: none"> Read multiple pieces of literature by the same author to complete an author study Compare the setting, plot, characters, and craft and structure across several books/literature by the same author to think deeply about an author's work Contrast the setting, plot, characters, and craft and structure across several books/literature by the same author to think deeply about an author's work Identify the themes/central ideas of their author study reading to deepen their comprehension and make connections across text Craft summaries of their reading focused on story elements to focus on the most important information without retelling Come up with a thematic statement to express their thinking about the theme/central idea Use explicit examples from the text as evidence to support their thematic statement Find out more about the author to make deeper connections to their books 	Reading: <ul style="list-style-type: none"> Do close reads of multiple books by the same author Co-create a chart of story elements Model and think aloud for the students Use a graphic organizer to keep track of and take notes on story elements Facilitate time for students to discuss content and ideas in partners and small groups on a daily basis Use a reading response journal with a prompt Use a reading response journal to free write Use a graphic organizer to compare and contrast story elements from multiple books Use the "Thinking about Theme" grid from the Common Core PL 3 Do a web search/look up an authors life and background Present students with three possible ways to format their final presentation 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments Visuals, e.g graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and 	CORE Ready Trade Books provided TBD Other Text: Mentor Texts <ul style="list-style-type: none"> Literary Analysis Essay exemplars (hyperlink) Professional Reading Texts: <ul style="list-style-type: none"> <i>Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy</i> by Fountas & Pinnell <i>Core Ready Lesson Sets for Grades 6-8: A Staircase to Standards Success for English Language Arts, The Journey to Meaning</i> by Pam Allyn <i>Core Ready Lesson Sets for Grades 3-5: A Staircase to</i>

Unit #5: Author Study					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
<ul style="list-style-type: none"> How do Literary Essay writers structure and craft their work? Why? How do Literary Essay writers use language features? Why? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with other on an author's work? 	<p>capitalization at the beginning of sentences)</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessments</p> <ul style="list-style-type: none"> - Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned. <ul style="list-style-type: none"> Pre-unit, on-demand 	<ul style="list-style-type: none"> Synthesize their notes and summaries for their author study reading to create a final presentation and share their ideas Reflect on what they learned about author studies to analyze their learning and identify next steps <p>Writing:</p> <ul style="list-style-type: none"> Notice and deconstruct how literary essay writers craft their essays so they can write their own Craft a thesis statements/claims while considering opposing opinions worth to possibly drive their essay Choose and revise their statement/claim so that it encompasses most of the story and they will be able to find evidence for their statement/claim across the course of the story. Use an increasing variety of domain-specific words to create precision when writing (e.g., scene, exposition, conflict, denouement, resolution). (Language Feature 2) Reread their text through the lens of the claim and pull out the most compelling evidence to support their statement/claim 	<p>Writing:</p> <ul style="list-style-type: none"> Use multiple Literary Analysis essays as exemplars / mentor text Co-create a Genre Features Noticings Chart for literary analysis essays Use the writing process to finish an essay along with the students Facilitate time for students to discuss content and ideas in partners and small groups throughout the writing process Model and think aloud for the students Use a writers notebook to keep track of ideas and notes Co-create a chart of domain-specific words that support literary essay. (Language Feature 2) 	<p>input options, e.g. audio and/or video text, technology</p> <ul style="list-style-type: none"> Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	<p><i>Standards Success for English Language Arts, The Power to Persuade</i> by Pam Allyn</p>

Unit #5: Author Study					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
	<ul style="list-style-type: none"> End-of-unit/project/culminating task Interim Quarterly Portfolio Benchmarks Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g. CAASPP</p>	<ul style="list-style-type: none"> Use the present perfect tense to refer to textual evidence (e.g., Though he has committed the untrustworthy act of trying to steal her purse, she gives the boy...). (Language Feature 3) Use a variety of precise academic verbs (e.g., influences, indicates that) to express conclusions drawn based on close reading of text (e.g., Mrs. Jones' kindness toward Roger influences him to become a better person.). (Language Feature 1) Balance evidence with analysis to explain the significance of their evidence and bind it together Choose the details and analysis that are most relevant to their writing and select the most logical place to add them to create an outline for their writing Draft three possible introductions for their essay and choose the one that is the most engaging to get off to a strong start and engage the reader. Use their outline to complete their first draft. Revise independently and collaboratively for clarity of content, cohesion, and precise language and vocabulary to present their thinking as clearly as possible. 	<ul style="list-style-type: none"> Mini-lesson on conjugating into present perfect that address WHY and HOW to use present perfect when discussing characters, setting, and events in a text. (Language Feature 3) Analyze mentor text for ways the authors express the significance of textual evidence. Co-create a chart. Provide time for students to draft sentences expressing the significance of the evidence they will include in their literary essays. (Language Feature 1) Co-Create a chart to teach how and when to summarize, paraphrase, and/or quote Co-create a chart of engaging ways to begin their writing, appropriate use of transitions, ways to analyze evidence Present students with three possible ways to outline their writing Have editing and revising teams Have students reflect on what they did well, what they can improve on, and next steps Celebrate and Present finished pieces Have students reflect on what they did well, what 		

Unit #5: Author Study					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
		<ul style="list-style-type: none"> Edit their writing collaboratively and independently for conventions of standard English to make their writing easy to read Publish and share their essays with others to celebrate and reflect on their accomplishments <p>Speaking and Listening Embedded, above</p>	<p>they can improve on, and next steps</p> <ul style="list-style-type: none"> Celebrate and present finished pieces <p>Speaking and Listening Embedded, above</p>		

Unit #6: Poetry – Reading and Writing Poetry
(Approx. 3 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

- 6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6.3 - Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- 6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- 6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- 6.7- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Writing Standards:

- 6.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 6.5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
- 6.6 – Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Speaking and Listening:

- 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 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

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.

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

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

Language Standards:

6.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

6.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

6.3a - Vary sentence patterns for meaning, reader/ listener interest, and style.

6.4– Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

6.5--Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- 1—Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.
- 3—Negotiate with or persuade others in conversations using appropriate register using a variety of learned phrases, indirect reported speech, as well as open responses.
- 5—Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.
- 6a—Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.

- 8—Explain how phrasing, different words with similar meaning, or figurative language produce shades of meaning, nuances, and different effects on the audience.
- 12a—Use an expanded set of general academic words, domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.

Part 2: Understanding How English Works

- 1—Apply increasing understanding of how different text types are organized to express ideas, to comprehending texts and writing cohesive texts.
- 3—Use various verb types, tenses, and aspects appropriate for the task, text type, and discipline on a variety of topics.

Draft

Unit #6: Poetry					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
Reading and Writing: <ul style="list-style-type: none"> What do readers gain from reading poetry? What are the characteristics of poetry? How are poems structured and crafted? Why? How should we read them as a result? What language features are used in poems? Why? Speaking and Listening: <ul style="list-style-type: none"> What do we gain from collaborating 	Types of assessment practices: Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning: <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted ("I included a conclusion" or "I checked for 	Reading: <ol style="list-style-type: none"> Notice and understand how and why a poet structures a poem so they know how to read the genre Use domain specific vocabulary to express their understanding of the structure and organization (e.g., line, verse, stanza) of poetry (Language Feature 1) Read poems closely to choose a poem that speaks to them Identify a poems theme/central idea and find examples of how the poet conveys this idea to deepen their comprehension and understanding Examine the feelings and mood a poem evokes and how a poet did this to help interpret poems Visualize the strong images a poem creates and how the poet did this to help interpret poems and highlight and understand the importance of imagery in poems Focus on what the narrator or characters say and do in a poem so they can interpret poems Consider and discuss a poets purpose and perspective so they can interpret poems 	Reading: <ol style="list-style-type: none"> Co-create a Genre Features Noticings Chart for poetry Have students identify the parts of a poem and then compare theirs with a partner (Language Feature 1) Read for enjoyment and do close reads of multiple poems Co-create a chart of common themes in poetry based on mentor text Co-create a chart of how poets evoke feelings and moods in poetry based on mentor text Co-create a chart of how poets create strong images in poetry based on mentor text Use a graphic organizer to keep track of what characters in poems say/do and what that means Facilitate time for students to discuss content in partners and small groups on a daily basis 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments Visuals, e.g graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and 	OCR Selections: TBD CORE READY Trade books provided: TBD <i>Suggested:</i> Trade Books: <ul style="list-style-type: none"> <i>The Collected Works of Langston Hughes</i> by Langston Hughes <i>Chicano Poetry: A Response to Chaos</i> by Juan Bruce-Novoa <i>The Rose That Grew From Concrete</i> by Tupac Shakur Poetry readings on You Tube <i>Suggested:</i> Professional Books for further study: <ul style="list-style-type: none"> <i>Guiding</i>

Unit #6: Poetry					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
with others on poetry?	<p>capitalization at the beginning of sentences)</p> <ul style="list-style-type: none"> • Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals • Rubrics constructed by the teacher and/or the students and completed by either or both • Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessments</p> <ul style="list-style-type: none"> - Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned. • Pre-unit, on-demand 	<p>9. Compare and contrast poems (theme, structures, lines and phrases, purpose) so that they make connections between poems</p> <p>10. Orally read poems with a strong voice to convey the author's message</p> <p>11. Reflect on what they learned about reading poetry to analyze their leaning and decide on next steps.</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Notice and deconstruct how various poems are structured and choose a structure to use for their poem 2. Choose a theme/central idea for their poem to help guide their thinking during prewriting 3. Use the structure they chose and carefully selected words to reach for poetic language and write their first draft considering line breaks, stanzas, and white space 4. Use figurative language to effectively convey their emotions and create the desired effect on the audience (e.g., The tree depressed and gloomy) (Language Feature 2) 	<p>9. Use a reading response journal with prompts</p> <p>10. Listen to or watch poets read their poems aloud on You Tube</p> <p>11. Write a Dear Reader Letter to convey understandings and next steps.</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Co-create Noticings Charts for different poem structures from close reading of mentor text 2. Co-create a class list of possible themes/ideas for poems and have student choose one that speaks to them and suits their feelings at the time 3. Facilitate time for students to discuss content and ideas in partners and small groups throughout the writing process 4. Co-create a chart of the language used to create specific moods/feelings in poetry based on mentor text (Language Feature 2) 	<p>input options, e.g. audio and/or video text, technology</p> <ul style="list-style-type: none"> • Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. • Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	<p><i>Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy</i> by Fountas & Pinnell</p>

Unit #6: Poetry					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
	<ul style="list-style-type: none">End-of-unit/project/culminating taskInterimQuarterlyPortfolioBenchmarksPost-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g. CAASPP</p>	<p>5. Use present participle verbs to help the reader feel like the poem is happening now (Language Feature 3)</p> <p>6. Revise their poems collaboratively and independently many times to create meaning, imagery, and to evoke feelings and mood</p> <p>7. Revise their poem to cut out unnecessary words to more precisely convey their thoughts and emotions and make the poem sound more poetic</p> <p>8. Revise for line breaks, stanzas, and white space to create emphasis, flow, shape, rhythm, and structure</p> <p>9. Revise for when and if to use punctuation to help deliver meaning</p> <p>10. Carefully edit independently and collaboratively for spelling</p> <p>11. Publish their poem to create a clean finished piece to keep for themselves</p> <p>12. Share their poems out loud</p>	<p>5. Reread poems and revise verbs to present participle with purpose/ when it makes sense (Language Feature 3)</p> <p>6. Co-create charts for metaphor and/or simile, personification, vivid verbs to aid the revision process</p> <p>7. Read their poems to partners and decide which words to strike out considering sound, rhythm, and meaning</p> <p>8. Write poems on strips of paper and separate and rearrange words and phrases to suit meaning and tone, or use word processor</p> <p>9. Co-create a chart for when and why poets use punctuation in poetry based on mentor text and have students reread poems to decide where and if punctuation is needed</p> <p>10. Use dictionaries, word walls, personal dictionaries word banks to check spelling</p> <p>11. Hand write or type up their poem, with or without an illustration or visuals</p> <p>12. Have a class celebration and present finished pieces</p>		

Unit #6: Poetry					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
		13. Reflect on their accomplishment and consider next steps Speaking and Listening Embedded, above	13. Write a Dear Reader letter conveying a reflection on what was done well and next steps Speaking and Listening Embedded, above		

Unit #7: Narrative – Reading and Writing Short Stories
(Approx. 4 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

- 6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6.3 - Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- 6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- 6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- 6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.
- 6.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards:

- 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.
- 6.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 6.5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
- 6.6 – Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Speaking and Listening:

- 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 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
- 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.
- 6.5 – Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- 6.6- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

Language Standards:

- 6.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 6.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 6.3a - Vary sentence patterns for meaning, reader/ listener interest, and style.
- 6.4– Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- 6.5--Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6.6- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SEL Competencies:

College and Career Descriptors:

- Demonstrate independence.
 - Build strong content knowledge.
 - Respond to the varying demands of audience, task, purpose, and discipline.
 - Comprehend as well as critique.
 - Value evidence
 - Use technology and digital media strategically and capably.
 - Come to understand other perspectives and cultures.
- Self-Management
 - Self-Awareness
 - Responsible Decision Making
 - Relationship Skills
 - Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- 1—Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.
- 3—Negotiate with or persuade others in conversations using appropriate register using a variety of learned phrases, indirect reported speech, as well as open responses.
- 5—Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.
- 6a—Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.
- 8—Explain how phrasing, different words with similar meaning, or figurative language produce shades of meaning, nuances, and different effects on the audience.

Part 2: Understanding How English Works

- 2b—Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases to comprehending texts and writing cohesive texts.
- 4—Expand noun phrases in an increasing variety of ways in order to enrich the meaning of sentences and add details about ideas, people, things, etc.
- 6—Combine clauses in a wide variety of ways to make connections between and join ideas, for example, to express a reason, to make a concession, or to link two ideas that happen at the same time.

Unit #7: Short Story					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation (EL/SpEd/GATE)	Resources
Reading and Writing: <ul style="list-style-type: none"> What do we gain from reading short stories? What are the characteristics of short stories? How are short stories structured and crafted? Why? How should we read them as a result? What language features are used in short stories? Why? Speaking and Listening: <ul style="list-style-type: none"> What do we gain from 	<p>Refer to the CORE READY by Pam Allyn Lesson Sets Binder for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the Core Ready PDtoolkit</p> <p>Types of assessment practices:</p> <p>Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews 	Reading: <ul style="list-style-type: none"> (Continue to utilize basic reading comprehension strategies: Predict, Make Connections, Monitor and Clarify...) (Continue to set a purpose and goal for reading based on audience, task,) Recognize the common literary elements in short stories and how they are used so that they will have a better understanding of the genre and know how to read the genre Identify and compare the common elements of plot in short stories (exposition, beginning action, rising, action, conflict, climax, denouement, falling action, resolution, setting, characters) to build on their understanding of story structure Recognize that many short stories have common motifs so that they can better understand and identify what a story is about Recognize the human experiences and emotions characters face in short stories so that they can uncover a story's theme or central idea. Recognize and understand that short stories address conflicts or have characters struggle with a problem many people struggle with or have had 	Reading: <ul style="list-style-type: none"> Co-create a Genre Features Noticings Chart for short stories Use a graphic organizer to take notes on story structure/plot Model and think aloud for the students Co-create a chart of common topic/concepts in short stories Use a graphic organizer to keep track of a character's emotions, actions, and changes Use a graphic organizer to keep track of conflicts and struggles characters face in short stories Facilitate time for students to discuss content in partners and small groups on a daily basis Use a reading response journal with a prompt Use reading response journal to free write Co-create a chart that addresses what makes a moment significant and how to track that moments impact on the story Co-create a chart that addresses how to identify 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments Visuals, e.g graphic organizers, written instructions, etc. Movement Multiple means of representation and expression 	OCR Selections: <p>CORE Ready Trade Books provided TBD</p> <p><i>Suggested:</i></p> <p>Trade Books:</p> <ul style="list-style-type: none"> <i>The Tell Tale Heart</i> by Edgar Allen Poe <i>The Last Leaf</i> by O. Henry "A Bad Road for Cats" from <i>Every Living Thing</i> by Cynthia Rylant <i>The Short Stories of Langston Hughes</i> by Langston Hughes <i>The Ghostly Rider and Other Chilling Stories</i> by Hernan Moreno-Hinojos a <i>Chicano Sketches: Short Stories</i> by Mario Suarez

<p>collaborating with others on short stories?</p>	<p>and written surveys, in which students identify their writing strengths, needs, and interests</p> <ul style="list-style-type: none"> • Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted (see Core Ready “Milestone Performance Assessment” Checklists) • Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals • Rubrics constructed by the teacher and/or the students and completed by either or both • Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessment- Formative assessment when used to inform</p>	<p>so that the story captures our attention and keeps our interest.</p> <ul style="list-style-type: none"> • Predict how characters might deal with adversity or problems to better understand that short stories may not always have a resolution • Identify significant moments in a story and uncover the importance and impact they make to get to a deeper level of comprehension and understanding • Analyze critical quotations from a short story and determine the lesson these quotes reveal so they realize that even short stories are loaded with important messages about life • Choose quotations from short stories that were pivotal to teaching a lesson so that they understand that quotes are critical to making a lasting impact. • Reflect on how short stories have influenced their understanding of the world so they realize the importance of short stories in the world of literature. <p>Writing:</p> <ul style="list-style-type: none"> • Create well developed main characters so that their short story is interesting (Main character 	<p>critical quotations and figuring out what they reveal or why they are important</p> <p>Writing:</p> <ul style="list-style-type: none"> • Use multiple Literary short stories as exemplars / mentor text • Add to the Genre Features Noticings Chart for 	<ul style="list-style-type: none"> • Alternate output and input options, e.g. audio and/or video text, technology • Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. • Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	<ul style="list-style-type: none"> • <i>The World's Greatest Short Stories</i> (Dover Thrift Editions) by James Daly • <i>Living Up the Street</i> by Gary Soto <p><i>Suggested:</i> Professional Books for further study:</p> <ul style="list-style-type: none"> • <i>Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy</i> by Fountas & Pinnell • <i>Core Ready Lesson Sets for Grades 6-8: A Staircase to Standards Success for English Language Arts, The Shape of Story: Yesterday and Today</i> by Pam Allyn
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	<p>instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> • Pre-unit, on-demand • End-of-unit/project/culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g. CAASPP</p>	<p>questionnaire)</p> <ul style="list-style-type: none"> • Chose and develop a relevant setting to help move the story. • Use key literary elements (exposition, beginning action, rising, action, conflict, climax, denouement, falling action, resolution, setting, characters) to help craft their stories. • Write three beginnings for their short story so that they can choose one that will hook the reader • Use actions, feelings, and dialogue to make their characters come to life • Use embedded clauses to enrich the meaning of sentences and add details about characters and setting (e.g., The lunch lady, who was known as “the detention monster”, scowled at me from across the cafeteria; The baseball field, with the broken bleachers and missing bases, flooded with water.) (Language Feature 1) • Use connecting words (e.g., Suddenly, Later on that day, Earlier that evening) purposefully to link events in a short story (Language Feature 2) • Combine clauses to link simultaneous events (e.g. While my brother played video games in his bedroom, I ate his favorite ice cream in the kitchen.) (Language Feature 3) • Make careful choices as to how to end their story 	<p>short stories</p> <ul style="list-style-type: none"> • Use the writing process to finish a short story along with the students • Facilitate time for students to discuss content and ideas in partners and small groups throughout the writing process • Model and think aloud for the students • Using a mentor text, identify noun phrases and create a list on a chart. (Language Feature 1) • Co-create a chart with connecting words using a mentor text for guidance and support (Language Feature 2) • Co-create a chart of signal words that indicate events happening simultaneously (e.g., During, Meanwhile, While, At the same time) (Language Feature 3) • Use a writers notebook to keep track of ideas and notes • Use a graphic organizer to develop the main character (physical attributes, likes and dislikes, special talents, characteristics...) • Use a graphic organizer to develop a setting • Use a graphic organizer to plan out the elements of their story (exposition, beginning action, rising, 		
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		<p>(provide resolution or not) so that there is a sense of closure</p> <ul style="list-style-type: none">• Create author’s notes to explain their inspiration• Revise their writing to ensure they used and have precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events• Edit their writing to show they have command of language conventions• Publish their stories to create a clean finished piece to keep for themselves• Read their short stories like story tellers to help bring the story to life for the listener• Reflect on what they learned and enjoyed about writing short stories to celebrate their accomplishments and learning’s. <p>Speaking and Listening Embedded, above</p>	<p>action, conflict, climax, denouement, falling action, resolution, setting, characters)</p> <ul style="list-style-type: none">• Co-create a chart of engaging ways to begin a short story• Facilitate time for students to discuss their characters actions, feelings, and dialogue during drafting• Facilitate time for students to discuss possible ending for their stories during drafting• Have editing and revising teams• Have students reflect on what they did well, what they can improve on, and next steps• Celebrate and Present finished pieces <p>Speaking and Listening Embedded, above</p>		
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Unit #8: Reflecting on our Growth as Readers and Writers
(Approx. 2 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

- 6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6.3 - Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Reading Standards for Informational Text:

- 6.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.2 – Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

Writing Standards:

- 6.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 6.5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
- 6.6 – Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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

Speaking and Listening:

- 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 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

- 6.6- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
- 3.4 – Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 3.6 – Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards:

- 6.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 6.3a - Vary sentence patterns for meaning, reader/ listener interest, and style.
- 6.4c-- 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.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- 1—Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.
- 3—Negotiate with or persuade others in conversations using appropriate register using a variety of learned phrases, indirect reported speech, as well as open responses.
- 5—Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.
- 6a—Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.
- 8—Explain how phrasing, different words with similar meaning, or figurative language produce shades of meaning, nuances, and different effects on the audience.

Part 2: Understanding How English Works

Unit #8: End-of-the-Year Reflection					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
Reading, Writing, Speaking & Listening: <ul style="list-style-type: none"> How do we use reflection as a way to further our learning? How do we find evidence of our learning over time? Why do we find evidence of our learning over time? How do we find evidence of our work habits? Why do we find evidence of our work habits? What are the 	<p>Types of assessment practices:</p> <p>Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists, completed by the teacher or the writer, in which targeted objectives 	Reading <ul style="list-style-type: none"> Reflect on their year of reading to begin to understand how they have grown and changed as a reader Reflect on their growth as readers to identify their personal successes and struggles Reflect on book choices (e.g., number of books read, genre, author, series) to better understand their reading identity Collaboratively reflect on class reading activities and genres studied to remember their reading journey Understand how word attack skills and conventions helped work through challenging moments during reading Understand how comprehension strategies sided in their reading this year Revisit their reading identity to note changes Understand how readers think about their reading lives in the future to make reading plans for future (e.g., summer, into next year) Commit to a realistic reading goal to continue their reading life Use information gathered during reflection process to create a visual of their learning 	Reading <ul style="list-style-type: none"> Work with a partner and discuss their 3 favorite books read during the year; focusing on what they liked and did not like using "because" to support their thinking Identify a time during the year when reading felt like a struggle and a time when they felt like strong readers; share reflections with a partner Look over reading logs to identify the kinds of books they chose to read and discuss their findings with a partner Share with a partner their favorite reading activity and genre using "because" to support their thinking Co- create a class list of skills and conventions Co-create a chart listing strategies that helped become better readers Co-create a list of interview questions to ask a partner to help identify their reading identity Discuss with a partner what they feel the most proud of in reading this year and what they will continue to work on, Add goal to interview sheet Create a collage that incorporates a written reflection with future plans and present 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments Visuals, e.g graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and 	<p>OCR Selections:</p> <ul style="list-style-type: none"> Use Favorites from throughout the year <p>CORE READY Trade books provided: TBD</p> <p><i>Suggested:</i> Trade Books:</p> <ul style="list-style-type: none"> Use Favorites from throughout the year <p><i>Suggested:</i> Professional Books for further study:</p>

<p>characteristics of reflective pieces? What is the purpose of those characteristics?</p>	<p>are highlighted (“I included a conclusion” or “I checked for capitalization at the beginning of sentences)</p> <ul style="list-style-type: none"> • Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals • Rubrics constructed by the teacher and/or the students and completed by either or both • Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle</p> <p>Assessments- Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p>	<p>Writing</p> <ul style="list-style-type: none"> • Reflect on their year of writing to begin to understand how they have grown and changed as a writer this school year • Reflect on their growth as writers to identify their personal successes and struggles • Reflect on past writing to better understand the progress they have made in writing • Collaboratively reflect on class writing activities and units of study to remember their writing journey • Understand how word attack skills and conventions helped work through challenging moments while writing • Revisit their writing habits to note changes • Understand how writers think about their writing lives in the future to make writing plans for future (e.g., summer, into next year) • Commit to a realistic writing goal to continue their writing life • Use information gathered during reflection process to create a reflective piece <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Reflect on their year of speaking and listening to begin to understand how they have grown and changed as a participant in academic discussion 	<p>Writing</p> <ul style="list-style-type: none"> • Work with a partner and discuss their favorite piece they published; focusing on why using “because” to support their thinking • Identify a time during the year when writing felt like a struggle and a time when they felt like strong writer; share reflections with a partner • Reread old pieces and think about what they can now do as writers as compared with the beginning of the year; discuss their findings with a partner • Share with a partner their favorite writing activity and unit of study and why it meant something to them • Co- create a class list of skills and conventions used to power through writing • Co-create a chart listing strategies that helped become better writers • Co-create a list of interview questions to ask a partner to help identify their writing identity • Discuss with a partner what they feel the most proud of in reading this year and what they will continue to work on, • Add goal to interview sheet • Create a piece that incorporates a written reflection with future plans and present <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Think about the different protocols that they have engaged in over the year. Discuss with a partner why. • Have students revisit looks like sounds like feels like chart to guide critical friends circle 	<p>input options, e.g. audio and/or video text, technology</p> <ul style="list-style-type: none"> • Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. • Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	
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