

English Language Arts

Curriculum Map 6th Grade



ELA 6th Grade: Year-at-a-Glance

Month	Units	ELA, ELD Standards
Sept. Oct.	Unit 1 <u>Launching the Year</u> – Open Genre <u>Rituals and Routines, Reading and Language</u> <u>Writing and Language, Language</u> (approx. 4 weeks)	RL.4,10; RI.4,10 W.4,5,10 SL.1,6; L.4 ELD.PI 1,3,4,5,6c,10a ELD.PII 5
Oct. Nov.	Unit 2 <u>Narrative</u> - Reading Narratives and Writing Narrative Scenes <u>Reading and Language</u> <u>Writing and Language, Language</u> (approx. 7 weeks)	RL.1,2,3,4,5,6,7,9,10 W.3,4,5,6,9a,10 SL.1,2,4,5,6; L.3,4,5,6 ELD.PI.1,2,3,4,5,6a-b,7,8,9, 10a-b,11a,12a; ELD.PII.1,2b,4,5
END 1st Trimester. Benchmark Focus: Narrative Writing Task, Reading Literature		
Dec.	Unit 3 <u>Narrative</u> – Reading and Writing: Short Story <u>Reading and Language, Writing and Language, Language</u> (approx. 4 weeks)	RL.1,2,3,4,5,6,9,10; W.2,3,4,5,6,9a,10; SL.1,2,4,6; L.1e,3,4,5c,6; ELD.P.I.1,2,3,4,5,6ab,7,8,9,10 ; ELD.P.II.1,2,5,7
Jan. Feb.	(finish Short Story after holiday break) Unit 4 <u>Informative/Explanatory</u> – Reading and Writing:– Literary Non-fiction <u>Reading and Language, Writing and Language, Language</u> (approx. 7 weeks)	RI.1,2,3,4,5,6,7,9,10; W.2b-e,4,5,6,7,9b,10; SL.1,2,4,5,6; L.1e,3b,4,6; ELD.P.I.1,5,6,7,8,10, 11a,12a; ELD.P.II.1,2b
END 2nd Trimester. Benchmark Focus: Info/Explanatory Writing, Reading Informational text		
Mar. Apr.	Unit 5 <u>Argument</u> - Reading Biographies and Speeches and Writing Speeches <u>Reading and Language, Writing and Language, Language</u> (approx. 7 weeks)	R.I.1,2,3,4,5,6,7,8,9,10 W.1,4,5,7,8,9b,10; SL.1,2,3,4,5,6 L.1e,3b,4,5a,c,6 ELD.PI.1,2,3,4,5,6,7,8,9,10,11 ELD.PII.1, 2b,6
May	Unit 6 <u>Poetry</u> - Reading and Writing Poetry <u>Reading and Language, Writing and Language, Language</u> (approx. 3 weeks)	RL.1,2,4,5,7,10 W.4,5,6,10; SL.1,5,6 L.4,5; ELD.PI.1,5,6,7,8,9,12; ELD.PII.1
3rd Benchmark (optional) Focus: Argument Writing Task, Reading Poetry, Informational and Argument text		
June	Unit 7 <u>Reflecting on Growth and Setting Goals</u> as Readers, Writers, and Collaborative Learners <u>Reading and Language, Writing and Language, Language</u> (approx. 2 weeks)	RL.1,2,4,5,7,10 W.4,5,6,7,8,10 SL.1,4,5,6; L.4,5,6 ELD.PI.1,5,6,7,8,9,10,11 ELD.PII.1

Unit 1:
Launching the Year – Open Genre
(Approx. 4 weeks)

Overview:

In this unit, students will build their capacities as independent learners and collaborative group members. Students will establish, learn, and internalize routines to create a safe and productive learning community. This unit will allow students to further explore their identity as a learner in both reading and writing by reflecting on their growth as an independent and collaborative learner.

Over-Arching Essential Question for Unit 1: How do we create a motivating, engaging, and respectful environment that fosters the delight and empowerment that accompanies literacy development?

In this unit students will:

- Establish, learn, and internalize classroom routines and procedures
- Explore their identities as a reader, writer, and collaborative group member
- Establish the use of a writer’s notebook and reading response journal
- Learn strategies to establish, internalize, and strengthen good habits as a reader, writer, and group member
- Practice Social Emotional Learning (SEL) competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making

Culminating Task: A genre of student choice writing piece that has gone through the writing process over the course of the launch.

Standards

ELA Common Core State Standards

Reading Literature:

Craft and Structure

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.

Range of Reading and Level of Text Complexity

6.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational:

Craft and Structure

6.4 –Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Range of Reading and Level of Text Complexity

6.10 – By the end of the year, read and comprehend literary non-fiction in the grade 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing:

Production and Distribution of Writing

6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

Range of Writing

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:

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

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

Language:

Vocabulary Acquisition and Use

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.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- c. 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.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELD Standards

Part I: Interacting in Meaningful Ways

A. Collaborative

1. Exchanging information and ideas - 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, providing useful feedback.

3. Supporting opinions and persuading others - Negotiate with or persuade others in conversations using appropriate register (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., *I heard you say X, and Gabriel just pointed out Y*), as well as open responses.

4. Adapting language choices - Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.

B. Interpretative

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

6. Reading/viewing closely-

c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

C. Productive

10. Writing -

a. Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rainforest) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.

Part II: Learning About How English Works

B. Expanding and Enriching Ideas

5. Modifying to add details - Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

College Career Ready 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

Social-Emotional Learning

SEL Competencies:

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

Unit 1: Launching the Year – Open Genre	
Rituals and Routines SL.1b-d, 6; ELD.PI 1, 3, 4; SEL Competencies	
Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> • How do we develop and strengthen our self-awareness? • How do we develop and strengthen our self-management? • How can we develop and strengthen our social-awareness? • How can we build relationships? • How can we become responsible decision-makers? 	<p>Minute by Minute: observation, questions - teachers and students, student discussion, written work, etc.</p> <p>Daily Lesson: observation, questions – teachers and students, instructional tasks, student discussion, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. SEL Journals), student self-reflection</p> <p>End-of-Unit: student work artifact, e.g. portfolio, writing project, oral presentation, use of rubric, student self-reflection (e.g. short survey) other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
1. Learn and internalize routines to create a safe a productive learning community.	1. Establish, practice daily, and chart classroom routines to internalize effective behaviors (e.g., entering and exiting the learning area, accessing supplies, working independently, asking for help during independent work-blocks).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela , "Reading & Writing Workshop Chart Wall" Sample	
2. Develop and follow agreed-upon rules for discussion to make collaboration productive and effective.	2. Establish, practice daily, and chart discussion protocols for partners, small group, and whole class discussions (e.g., turning and talking to learning partner, huddling as a group, passing the mic whole class).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
3. Use a variety of words/phrases to ask relevant questions, affirm others, add pertinent information, build on responses, and provide useful feedback.	3. Introduce, practice, and chart academic language stems categorized by purpose using student friendly topics (e.g., taking turns, listening vs. speaking, asking for clarification, agreeing/disagreeing respectfully, building on other's ideas).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	

4. Come to discussions prepared to make collaboration productive.	4. Set and define clear expectations for “being prepared” and provide opportunities for practice (e.g., coming to work area with supplies, establishing systems for absent partnerships).
Resources: "Launching the Year" at www.scusd.edu/ela	
5. Recognize that language choices vary according to task, purpose and audience to effectively communicate in a variety of contexts.	5. Co-create “Language/Context” t-chart.
Resources: "Launching the Year" at www.scusd.edu/ela	
Additional Resources for Teaching and Learning, Reading and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 1: Launching the Year – Open Genre

Reading and Language

RL. 4, 10; RI. 4, 10; W 10 SL. 1, 6; L.4; ELD.PI 1, 4, 5, 6c

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> How do we develop and strengthen our reading skills and reading lives? How do we help each other develop and strengthen our reading skills and reading lives? 	<p>Minute by Minute: observation, questions - teachers and students, student discussion, written work, etc.</p> <p>Daily Lesson: observation, questions – teachers and students, instructional tasks, student discussion, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Reading Response Journals), student self-reflection</p> <p>End-of-Unit: student work artifact, e.g. portfolio, writing project, oral presentation, use of rubric, student self-reflection (e.g. short survey) other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>On-going vocabulary instruction: Use a growing number of words and phrases and flexibly choose from - using context clues, using common affixes and roots as clues, printed/digital resources, and verify the inferred meaning to grow vocabulary knowledge and use.</p>	<p>Readers collect favorite new words and definitions in their writer’s notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.</p>
<p>1. Self-reflect to establish their reading identity and set goals.</p>	<p>1. Give a reading interest survey that allows for student reflection and results in written reading goals. Revisit and update goals periodically.</p>
<p>Resources: "Launching the Year" at www.scusd.edu/ela Sample Reading Interest Survey: http://www.scholastic.com/teachers/top-teaching/2012/09/three-easy-ways-help-students-build-reading-identity</p>	
<p>2. Develop the habit of mind of reading daily to become life-long readers.</p>	<p>2. Watch video or observe other classes maintaining reading stamina to gather strategy ideas. Co-create a class chart of strategies they want to try during daily reads.</p>
<p>Resources: "Launching the Year" at www.scusd.edu/ela</p>	

3. Build stamina to sustain independent reading.	3. Track progress of stamina on a class bar graph and/or personal line graph during independent reading time and reflect on why class/students made gains or losses.
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
4. Read daily with purpose and understanding to build strong reading habits and maintain stamina.	4. Establish, chart, and review daily “ Reading with Stamina Strategies” (e.g., select books of personal interest, reread to extend independent reading time, read just right books, purposefully abandon books).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
5. Use self-assessment and self-management toward managing their independent reading time.	5. Have students create a personal Looks Like/Sounds Like/Feels Like” chart of strategies to read daily with stamina and revisit their chart daily to add/modify management strategies noted during daily personal reflection (e.g., sounds like a soft voice, pages turning, looks like my finger tracking print, mouth ready).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
6. Learn and internalize reading habits to manage independent reading time.	6. Co-create a chart of strategies to figure out the meaning of unfamiliar words (e.g., context clues , root word/ prefix/ suffix, apposition, using opposites).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
7. Understand that readers read for different purposes under a variety of conditions and circumstances (e.g., independent reading, reading with peers, being read to) to build good reading habits.	7. Co-create a chart of “What We Read & Why?” (e.g., social media, informational text, directions, book series, magazines, billboards).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
8. Read, listen, and talk with peers/ partners about their text to build comprehension and learn from others.	8. Co-create a chart of ways to read, listen, and talk with their peers about books (e.g., private reading a chapter before coming to discuss with partner, creating questions together to answer and collaboratively reading to answer questions based on evidence in text).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
9. Write in a Reading Response Journal to record responses to text.	9. Model and share creative ways to record thinking about reading in a Reading Response Journal (e.g. comparing/contrasting characters using icons/ drawings).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	

<p>10. Make language choices that are appropriate to academic discourse around text, when expressing ideas, and requesting information or clarification.</p>	<p>10. Chart procedure and model how to share responses from journals with partner or small group. Refer to “Language/Context” t-chart from Rituals and Routines.</p>
<p>Resources: "Launching the Year" at www.scusd.edu/ela</p>	
<p>Additional Resources for Teaching and Learning, Reading and Language</p>	<p>Differentiation (e.g. Special Education, EL, GATE)</p>
<p>CA ELA/ELD Framework</p> <p><i>Notice and Note</i> by Beers and Probst</p> <p>Chart Photos:</p> <p>"Ten Ways to Become a Better Reader"</p> <p>"Stems for Citing Evidence" Chart</p> <p>Stems for Academic Conversation: "Acknowledging Ideas"</p> <p>Stems for Academic Conversation: "Asking for Clarification"</p> <p>Stems for Academic Conversation: "Expressing an Opinion"</p> <p>Stems for Academic Conversation: "Paraphrasing"</p> <p>Stems for Academic Conversation: "Predicting"</p> <p>Stems for Academic Conversation: "Soliciting a Response"</p>	<p>UDL Differentiation Strategies and Resources</p> <p>GATE Differentiation Strategies and Resources</p>

Unit 1: Launching the Year – Open Genre

Writing and Language

W. 4, 5, 10; SL. 1b,c, 6; ELD.PI 1, 3, 4, 5, 10a; ELD.PII 5

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> How do we develop and strengthen our writing skills and writing lives? How do we help each other develop and strengthen our writing skills and writing lives? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
1. Self-reflect to establish their writing identity.	1. Take a writing interest survey and reflect with a peer.
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
2. Record a variety of meaningful entries in a Writer’s Notebook to capture writing ideas.	2. Introduce, teach, and model a new idea/strategy for writing entries in your Writer’s Notebook (e.g., first time list, I wonder, free-write, emotions chart, memories, me too stories, descriptions, sensory descriptions, ideas from books, observations).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
3. Write daily with purpose and understanding to build strong writing habits.	3. Watch video or observe other classes maintaining writing stamina to gather strategy ideas of good writing habits. Co-create a chart of strategies writers use to establish good writing habits.
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
4. Engage in writing for increasingly longer stretches of time to sustain their work and to become prolific writers.	4. Track progress of stamina on a bar graph during independent writing time.
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	

5. Use self-assessment and self-management toward managing their independent writing time.	5. Co-create a “Looks Like-Sounds Like-Feels Like” chart of strategies to maintain writing stamina (e.g., choose a topic you know a lot about, tell your story before you write it).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
6. Learn and internalize strategies to manage independent writing time.	6. Start a “Writing Habit” T-Chart and record behaviors of students who demonstrate what good writers do & why good writers do that.
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
7. Understand the value of rereading for many reasons including checking to see if their writing makes sense and to add details to entries.	7. Model rereading a piece of writing to add details.
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
8. Use spelling strategies or circle the word and keep going to move through difficult-to-spell words while independently writing to not slow the flow of ideas.	8. Co-create a chart of “What to Do When You Don’t Know How to Spell a Word”.
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
9. Understand that writing is possible under a variety of conditions and circumstances to build good writing habits.	9. Co-create a chart of how and why “Writer’s Confer with the Teacher.”
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
10. Understand a writer’s work is never done to maintain stamina.	10. Co-create a chart of “What to Do When You Think You Are Done Writing:” (e.g., start a new story from writing ideas chart, reread an old piece of writing and add to it).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
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.	11. Introduce, model and chart procedures to be used in future units (e.g., how to selecting a piece from your writer’s notebook, plan, draft).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
12. Read, listen, and talk with peers/partners about their writing to strengthen writing ideas and learn from others.	12. Introduce, chart, and model procedure for peer responding by reading your story aloud and giving students something to listen for (e.g., a part of the story where they want you, the writer to add more details).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
13. Revise a piece of writing to learn the procedure of how to revise.	13. Introduce, chart, and model procedure for revising by adding sensory details to your written piece.
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	

14. Edit their writing so it is ready to publish.	14. Introduce editing checklist chart and model procedure, editing one thing at a time (e.g., read the entire piece checking for only punctuation, reread it again checking for capitalization, reread again for conventions).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
15. Publish their piece to share with a bigger audience.	15. Introduce, chart, and model the procedure of how to publish.
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
16. Reflect orally and in writing to articulate their learning and develop their identities as writers.	16. Write a "Dear Reader" letter that includes reflection and goal-setting.
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
17. Celebrate and share finished pieces so others can enjoy/connect with their writing.	17. Share finished pieces (e.g., gallery walk, author's chair, group share).
<i>Resources:</i> "Launching the Year" at www.scusd.edu/ela	
Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
	<p>UDL Differentiation Strategies and Resources</p> <p>GATE Differentiation Strategies and Resources</p>

Unit 1: Launching the Year - Open Genre

Language
L.2e, 3a, 4c

Essential Questions	Suggested Assessments
tbd	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
tbd	
Additional Resources for Teaching and Learning, Language	Differentiation (e.g. Special Education, EL, GATE)
	<p><u>UDL Differentiation Strategies and Resources</u></p> <p><u>GATE Differentiation Strategies and Resources</u></p>

Unit 2:
Narrative – Reading Narratives and Writing Narrative Scenes
(Approx. 7 weeks)

Overview:

In this unit, students will closely read a variety of literary texts to determine the central idea using the specific actions and relationships of characters and analyze the way they contribute to and enhance the development of the central idea. Students will cite specific textual evidence to support their claims regarding the central idea. Additionally, students will use their work with mentor texts to inform the way they craft narrative scenes, real or imagined, focused on a central idea.

Over-Arching Essential Questions for Unit 1:

- How are central ideas conveyed in narratives?

In this unit students will:

- Summarize their reading
- Cite textual evidence when analyzing how relationships between characters change across a text
- Cite textual evidence to determine the central idea of a text
- Compare and contrast how multiple texts convey a similar central idea
- Work collaboratively with a writing partner
- Craft a narrative scene, using techniques learned from mentor texts, that conveys a central idea
- Revise and edit writing reflecting a growing understanding of the genre and Standard English conventions
- Add images to enhance the central idea of their writing

Culminating Task: Students will craft a series of narrative scenes to convey a central idea.

Standards

Reading Standards for Literature

Key Ideas and Details

- 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.

Craft and Structure

- 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.

Integration of Knowledge and Ideas

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.

6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards

Text Types and Purposes

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

Production and Distribution of Writing

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.

Research to Build and Present Knowledge

- 6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

Range of Writing

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

Comprehension and Collaboration

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.

Presentation of Knowledge and Ideas

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. **CA**

- a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA**

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

Knowledge of Language

6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary sentence patterns for meaning, reader/ listener interest, and style.
- b. Maintain consistency in style and tone.

Vocabulary Acquisition and Use

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.

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

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).

c. 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.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

a. Interpret figures of speech (e.g., personification) in context.

b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

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.

ELD Standards

Part I: Interacting in Meaningful Ways

A. Collaborative

1. Exchanging information and ideas - 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, providing useful feedback.

2. Interacting via written English - Engage in extended written exchanges with peers and collaborate on complex written text on a variety of topics, using technology when appropriate.

3. Supporting opinions and persuading others - Negotiate with or persuade others in conversations using appropriate register (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., *I heard you say X, and Gabriel just pointed out Y*), as well as open responses.

4. Adapting language choices - Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.

B. Interpretative

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

6. Reading/viewing closely

a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.

b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic words (e.g., *indicates that, influences*).

7. Evaluating language choices – Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.

8. Analyzing language choices – Explain how phrasing, different words with similar meaning (e.g., *stingy, economical, frugal, thrifty*), or figurative language (e.g., *The room was depressed and gloomy, The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry*) produce shades of meaning, nuances, and different effects on the audience.

C. Productive

9. Presenting – Plan and deliver longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as growing understanding of register.

10. Writing –

a. Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rainforest) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.

b. Write clear and coherent summaries of text and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

11. Justifying/arguing –

a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge, with light support.

12. Selecting language resources –

a. Use an expanded set of general academic words (e.g., *affect, evidence, demonstrate, reluctantly*), domain-specific words (e.g., *scene, setting, plot, point of view, fraction, cell membrane, democracy*), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.

Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure – Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.

2. Understanding cohesion –

b. 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 (e.g., *consequently, specifically, however, moreover*) to comprehending texts and writing cohesive texts.

B. Expanding and Enriching Ideas

4. Using nouns and noun phrases – Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.

5. Modifying to add details – Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

<p>College and Career Descriptors</p> <ul style="list-style-type: none"> • 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 	<p>Social-Emotional Learning</p> <p><u>SEL Competencies:</u></p> <ul style="list-style-type: none"> • Self-Management • Self-Awareness • Responsible Decision Making • Relationship Skills • Social Awareness
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Unit 2: Narrative – Reading Narratives and Writing Narrative Scenes

Reading and Language

RL.1, 2, 3, 5, 6, 7, 9, 10; W.4, 6, 9a, 10; SL.1, 2, 4, 5, 6; L. 4, 6; ELD.PI.1, 2, 3, 5, 6a-b, 9, 10b, 11a; ELD.PII.1

Essential Questions	Suggested Assessments
<p>Reading:</p> <ul style="list-style-type: none"> • What do we gain from reading narratives? • How are narratives structured around a central idea? Why? How should we read narratives as a result? • What language features are used in narratives? Why? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Reading Response Journals), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...Why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to genre features.</p>	<p>Teacher read-aloud, and student independent reading of multiple examples of the genre.</p>
<p>On-going vocabulary instruction: Use a growing number of words and phrases and flexibly choose from: using context clues, using common Greek and Latin affixes and roots as clues, printed/digital resources, and verify the inferred meaning in order to grow vocabulary knowledge and use.</p>	<p>Readers collect favorite new words and definitions in their writer’s notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.</p>
<p><i>Resources:</i> If using Core Ready Lesson Set, read aloud <i>Crash</i> prior to beginning lesson set.</p>	
<p>1. Compose a summary of a text to monitor their understanding of the text.</p>	<p>1. Present the key characteristics of a summary and a process for creating a summary from the “Summary Characteristics and Process” resource. Jointly construct a summary before asking students to do it independently.</p>
<p><i>Resources:</i> Core Ready Reading Lesson 1, JTM Appendix 1: Summary Characteristics and Process”, Grade level appropriate text with strong central ideas, e.g. <i>Crash</i> JTM Homework: Reading Lesson 1- "Summarizing Steps"</p>	
<p>2. Examine how a character changes across a text to</p>	<p>2. Co-create a “Tracking Character Change Across a</p>

understand how characters respond to and potentially change in response to major events in the plot.	Story” chart. Have class discussion to identify major events, character responses, and evidence of change.
<i>Resources:</i> Core Ready Reading Lesson 2, Grade level appropriate text with strong central ideas (or themes) with evidence of character change, e.g. <i>Crash</i> , JTM Homework: Reading Lesson 2- "Tracking Character Changes"	
3. Determine the central idea of a text to deepen their understanding of the text.	3. Define central idea. Provide “Determining the Central Idea of a Text” resource to support students in using evidence from the text to determine a central idea. Have students write a paragraph with a summary, central idea, and evidence.
<i>Resources:</i> Core Ready Reading Lesson 3, Grade level appropriate text with strong central ideas (or themes) with evidence of character change, with shorter chapters that can be read aloud e.g. <i>Crash</i> , JTM Appendix 2: "Common Central Themes in Middle School Literature" , JTM Appendix 3: "Determining Central Theme of a Text" , JTM Appendix 4: "Sample Narratives" , JTM Homework: Reading Lesson 3- "Identifying Central Theme" , JTM Appendix 11: Milestone Performance Formative Assessment- "Determining Central Idea of a Text"	
4. Notice multiple central ideas within the same text to further deepen their understanding.	4. Revisit the “Determining Central Idea of a Text” chart as well as a list of “Common Central Ideas” to write a new paragraph (similar to strategy 3) with an additional central idea within the same text.
<i>Resources:</i> Core Ready Reading Lesson 4, Shared Text you have been using throughout your sequence of learning outcomes 1-3, e.g. <i>Crash</i> , JTM Appendix 2: "Common Central Themes in Middle School Literature"	
5. Notice and identify authors’ specific word choice, including identifying figurative and connotative meanings, in order to analyze the effect on meaning and tone of the text.	5. Grow a co-created class T-chart or individual T-charts, recording specific words, the meaning and tone delivered through the word choices and the effect on the reader (purpose).
<i>Resources:</i>	
6. Examine how a central idea is conveyed across a text to understand how an author develops the central idea.	6. Use the “Central Idea Tracker” to look closely at key events from the beginning, middle, and end of a shared text you have read aloud.
<i>Resources:</i> Core Ready Reading Lesson 5, Shared Text you have been using throughout your sequence of learning outcomes 1-4, e.g. <i>Crash</i> , JTM Appendix 5: "Central Idea Tracker" graphic organizer , JTM Appendix 3: "Determining Central Theme of a Text" , JTM Appendix 11: Milestone Performance Formative Assessment- "Tracking a Central Idea Across a Text"	
7. Examine the connection between the change in a character’s point of view and the central idea or message of a text to better understand the development of the central idea.	7. After a class discussion about a character’s point of view changing, have students write a paragraph that notes character change in point of view, the central idea, and a larger truth or message about the central idea.
<i>Resources:</i> Core Ready Reading Lesson 6, Shared Text you have been using throughout your sequence of learning outcomes 1-5, e.g. <i>Crash</i> , JTM Appendix 2: "Common Central Themes in Middle School Literature"	

8. Compare the experience of reading a text to viewing a performance of that same text to consider how additional elements in visual media affect the presentation of a central idea.	8. In groups, compare and contrast how the central idea is presented and unfolds in a book trailer versus how it is presented and unfolds in the written text using the “Visual Text Conversation Goals”.
<i>Resources:</i> Core Ready Reading Lesson 7, book trailer(s) of familiar text, e.g. <i>Crash</i> , JTM Appendix 6: "Visual Text Conversation Goals"	
9. Track how similar central ideas unfold across a variety of texts to understand how authors can use different styles and genres to address the same central idea.	9. Review discussion group expectations. Have students use their “Central Idea Tracker Graphic Organizer” (from strategy 5) as they engage in a discussion around “Central Ideas across Texts Discussion Questions” following student generated procedures.
<i>Resources:</i> Core Ready Reading Lesson 8, JTM Appendix 2: "Common Central Themes in Middle School Literature" , JTM Appendix 5: "Central Idea Tracker" graphic organizer , JTM Appendix 7:"Central Ideas Across Texts Discussion Questions" , JTM Homework: Reading Lesson 8- "Comparing Central Idea Across Texts"	
10. Present their learning about central ideas to share their discoveries with a larger audience.	10. Have students collaboratively create a visual display or multimedia presentation of the learning and thinking about a central idea in literature.
<i>Resources:</i> Core Ready Reading Lesson 9, JTM Appendix 2: "Common Central Themes in Middle School Literature" , JTM Appendix 4: "Sample Narratives" , JTM Appendix 5: "Central Idea Tracker" graphic organizer , JTM Appendix 6: "Visual Text Conversation Goals" , JTM Appendix 7:"Central Ideas Across Texts Discussion Questions" , JTM Appendix 8: "Presentation Checklist" , JTM Appendix 11: Milestone Performance Formative Assessment- "Identifying and Analyzing Author’s Writing Technique"	
11. Explore and reflect upon the work of their peers to advance or add to what was learned.	11. Share the small-group presentations and have students contribute to a conversation (using digital tools, [e.g., google docs]) building on their understanding of the central idea.
<i>Resources:</i> Core Ready Reading Lesson 10, JTM Homework: Reading Lesson 10- "Reflecting on Core Questions" , JTM Appendix 11: Milestone Performance Formative Assessment- "Reflecting on the Core Questions"	
Additional Resources for Teaching and Learning, Reading and Language	Differentiation (e.g. Special Education, EL, GATE) Reading and Language
CA ELA/ELD Framework Speaking & Listening Performance Checklist	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 2: Narrative – Reading Narratives and Writing Narrative Scenes

Writing and Language

RL.1, 2, 3, 5, 6, 10; W.3, 4, 5, 6, 9a, 10; SL.1, 4, 5, 6; L.3, 5, 6; ELD.PI 1, 3, 4, 5, 6a-b, 7, 8, 9, 10a, 12a;
ELD.PII 1, 2b, 4, 5

Essential Questions	Suggested Assessments
<p>Writing:</p> <ul style="list-style-type: none"> • What are the characteristics of narrative scenes? • How do narrative writers structure and craft their work around a central idea? Why? • How do narrative writers use language features? Why? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...Why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
1. Study how a strong scene unfolds to notice and deconstruct the craft and structure.	1. List and define characteristics of a scene. Use mentor text to identify and explain the elements of a scene.
<i>Resources:</i> Core Ready Writing Lesson 1, JTM Appendix 4: "Sample Narratives" , JTM Homework: Writing Lesson 1-"What Makes a Scene?"	
2. Establish a clear narrative point of view and a few strong characters to begin drafting scenes.	2. Revisit mentor text to examine the techniques used by authors to establish the narrator’s point of view and their relationships to other characters.
<i>Resources:</i> Core Ready Writing Lesson 2, JTM Appendix 4: "Sample Narratives" e.g. <i>Eric the Curious</i>	
3. Establish a clear central idea to give purpose to their narrative scenes.	3. In writing partnerships, have students develop a writing plan for a scene using guiding questions to address central message, story elements, point of view, and any narrative techniques. Use plan to draft.
<i>Resources:</i> Core Ready Writing Lesson 3, JTM Appendix 2: "Common Central Themes in Middle School Literature" , JTM Appendix 3: "Determining Central Theme of a Text" , JTM Appendix 11: Milestone Performance Formative Assessment- "Narratives with Elements of a Scene"	

4. Use a variety of narrative techniques to enhance their work.	4. Examine effect of narrative techniques (e.g., dialogue, detailed description, word choice) in mentor scenes. With partners, select the techniques that best suit their scenes and revise their writing to emphasize/clarify the central idea.
<i>Resources:</i> Core Ready Writing Lesson 4, JTM Appendix 4: "Sample Narratives" , JTM Homework Writing: Lesson 4- "Narrative Techniques Spice It Up"	
5. 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>). (Integrated ELD)	5. In partners, identify transitional words and phrases in mentor texts that signal changes in time and/or setting. Provide "List of Transitional Words and phrases" for students to incorporate into their drafts.
<i>Resources:</i> Core Ready Writing Lesson 5, JTM Appendix: "List of Transitional Words and Phrases" , ELD.PII.5	
6. 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.). (Integrated ELD)	6. 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.
<i>Resources:</i> , ELD.PII.4	
7. Craft logical conclusions for their narratives to reveal the larger truth or message about the central idea.	7. Study mentor text and discuss possible techniques (e.g., character dialogue, character realization) to use in the ending or conclusion. Partners work together to evaluate the effectiveness of their conclusions.
<i>Resources:</i> Core Ready Writing Lesson 6, JTM Appendix 4: "Sample Narratives" , JTM Appendix 11: Milestone Performance Formative Assessment- "Conveying a Central Idea"	
8. 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> .). (Integrated ELD)	8. Use common/overused Tier 1 words to co-create a "Shades of Meaning" chart with Tier 2 alternatives. Co-create a chart of figurative language found in reading organized by type (e.g., personification, simile, metaphor).
<i>Resources:</i> ELD.PI.12a	
9. Use a checklist to revise and strengthen their writing.	9. Have students choose a scene and revise with a partner.
<i>Resources:</i> Core Ready Writing Lesson 7, JTM Appendix 10: "Revising Checklist" , JTM Homework: Writing Lesson 7- "Using a Checklist"	
10. Edit their writing to show they have command of language conventions.	10. Have students edit with a peer focusing on a time.
<i>Resources:</i> Core Ready Writing Lesson 8, JTM Appendix 10: "Revising Checklist" , JTM Appendix 11: Milestone Performance Formative Assessment- "Revising and Editing Scene"	

11. Add visual images to enhance the central idea of their series of scenes.	11. Discuss literal and symbolic images. Create or select images from appropriate online or print sources to enhance their written work.
<i>Resources:</i> Core Ready Writing Lesson 9, JTM Appendix 4: "Sample Narratives"	
12. Publish their narratives to share with an authentic audience.	12. As a class, discuss and decide how to share and present their writing (e.g., Host an open microphone in the classroom, print and distribute a class literary magazine, record their reading on a voice thread to share on a class blog). Prepare and rehearse before presenting work.
<i>Resources:</i> Core Ready Writing Lesson 10	
13. Reflect on what they learned and enjoyed about writing scenes to celebrate their accomplishments and learnings.	13. Have students reflect core questions and/or essential questions in discussion and writing.
<i>Resources:</i> Core Ready Writing Lesson 10, Essential Questions	
Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE) Writing and Language
CA ELA/ELD Framework Speaking & Listening Performance Checklist	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 2: Narrative – Reading Narratives and Writing Narrative Scenes

Language

Essential Questions	Suggested Assessments
tbd	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work</p> <p>Daily Lesson: observation, questions – teachers and students, student discussions, peer feedback, student self-reflection</p> <p>Weekly: student discussions, peer feedback, student self-reflection</p> <p>End-of-Unit: oral presentation, peer feedback, use of rubric, student self-reflection (e.g. short survey) other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
tbd	
Additional Resources for Teaching and Learning, Language	Differentiation (e.g. Special Education, EL, GATE)
	<p><u>UDL Differentiation Strategies and Resources</u></p> <p><u>GATE Differentiation Strategies and Resources</u></p>

**Unit 3:
Narrative – Reading and Writing - Short Story
(approx. 4 weeks)**

Overview:

In this unit, students will closely read a variety of short stories focusing on word choice and craft as way to determine the central idea. Additionally, students will work collaboratively to compare and contrast how a central idea is treated across more than one text and facilitate discussion groups based on a short story of their choice. In writing students will first respond to reading by crafting a formal literary commentary. By doing this they will deepen their understanding of the characteristics, craft, and structure of the genre and be better able to write their own central idea-driven short stories.

Over-Arching Essential Questions for Unit 3:

- What do we gain from reading and discussing short stories? How does this help us become better writers of short stories?

In this unit students will:

- Cite textual evidence to determine the central idea of a text
- Compare and contrast how multiple texts convey a similar central idea
- Analyze various narrative techniques used by an author
- Analyze word choices used by an author
- Work collaboratively to create and facilitate a group discussion
- Compose a formal piece of literary commentary
- Incorporates several narrative techniques in their own short story

Culminating Task: Students will craft a central idea-driven short story.

Standards

ELA Common Core Standards

Reading Standards for Literature:

Key Ideas and Details

- 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.

Craft and Structure

- 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.

Integration of Knowledge and Ideas

6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards:

Text Types and Purposes

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. **CA**
- 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.

6.3. 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

Production and Distribution of Writing

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.

Research to Build and Present Knowledge

6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

Range of Writing

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

Comprehension and Collaboration

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.

Presentation of Knowledge and Ideas

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. **CA**

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

Language

Conventions of Standard English

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

- Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.

Knowledge of Language

- 6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vary sentence patterns for meaning, reader/ listener interest, and style.
 - Maintain consistency in style and tone.

Vocabulary Acquisition and Use

- 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.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
 - 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.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, un wasteful, thrifty*).
- 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.

ELD Standards

Part I: Interacting in Meaningful Ways

A. Collaborative

- 1. Exchanging information and ideas** - 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, providing useful feedback.
- 2. Interacting via written English** - Engage in extended written exchanges with peers and collaborate on complex written text on a variety of topics, using technology when appropriate.
- 3. Supporting opinions and persuading others** - Negotiate with or persuade others in conversations using appropriate register (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., *I heard you say X, and Gabriel just pointed out Y*), as well as open responses.
- 4. Adapting language choices** - Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.

B. Interpretative

- 5. Listening actively**- Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.
- 6. Reading/viewing closely**-
 - Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.

b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic words (e.g., *indicates that, influences*).

7. Evaluating language choices – Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.

8. Analyzing language choices – Explain how phrasing, different words with similar meaning (e.g., *stingy, economical, frugal, thrifty*), or figurative language (e.g., *The room was depressed and gloomy, The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry*) produce shades of meaning, nuances, and different effects on the audience.

C. Productive

9. Presenting – Plan and deliver longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as growing understanding of register.

10. Writing –

a. Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rainforest) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.

b. Write clear and coherent summaries of text and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure – Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.

2. Understanding cohesion –

a. Apply increasing understanding of language resources for referring the reader back or forward in a text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.

b. 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 (e.g., *consequently, specifically, however, moreover*) to comprehending texts and writing cohesive texts.

B. Expanding and Enriching Ideas

5. Modifying to add details – Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

C. Connecting and Condensing Ideas

7. Condensing ideas – Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, *They destroyed the rain forest. Lots of animals died* → *The destruction of the rain forest led to the death of many animals*) to create precise and detailed sentences.

<p>College and Career Descriptors</p> <ul style="list-style-type: none"> • 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 	<p>Social-Emotional Learning</p> <p><u>SEL Competencies:</u></p> <ul style="list-style-type: none"> • Self-Management • Self-Awareness • Responsible Decision Making • Relationship Skills • Social Awareness
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Unit 3: Narrative – Reading and Writing - Short Story

Reading and Language

RL.1, 2, 3, 4, 5, 6, 9, 10; W.4, 9a, 10; SL.1, 2, 4, 6 L.3b, 4, 5c, 6; ELD.PI.1, 2, 3, 5, 6a-b, 7, 8; ELD.PII.1

Essential Questions	Suggested Assessments
<p>Reading:</p> <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? • What do we gain from collaborating with others on short stories? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Reading Response Journals), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...Why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to genre features.</p>	<p>Teacher read-aloud, and student independent reading of multiple examples of the genre.</p>
<p>On-going vocabulary instruction: Use a growing number of words and phrases and flexibly choose from: using context clues, using common Greek and Latin affixes and roots as clues, printed/digital resources, and verify the inferred meaning in order to grow vocabulary knowledge and use.</p>	<p>Readers collect favorite new words and definitions in their writer’s notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.</p>
<p>1. Collaboratively inquire into short stories in order to define the genre.</p>	<p>1. Begin a class “What Do We Notice About Short Stories?” list. Provide students with guiding questions to support small group discussion regarding what they notice about short stories.</p>
<p><i>Resources:</i> Core Ready Reading Lesson 1, short story to read aloud “A Bad Road for Cats” in <i>Every Living Thing</i>, SOS Homework: Reading Lesson 1 "Defining Biography"</p>	

<p>2. Readers describe how a short story unfolds to understand the features and elements in a short story.</p>	<p>2. Introduce and define the elements of short story (e.g., character, narrator, setting, key plot episodes). Model using the “Elements of a Short Story Graphic Organizer.” Have students practice using the elements of short story to compose a brief oral summary.</p>
<p><i>Resources:</i> Core Ready Reading Lesson 2, SOS Appendix 1: “Elements of a Short Story” Graphic Organizer, short story to read aloud “A Bad Road for Cats” in <i>Every Living Thing</i>, SOS Homework: Reading Lesson 2 “Protagonists and Antagonists”</p>	
<p>3. Analyze the key details, story elements, and plot episodes of a short story to determine a central idea.</p>	<p>3. Introduce the term <i>central idea</i> and provide a list of examples. Use a “Determining the Central Idea(s) of a Text” chart to support analysis of a short story. Have students set expectations, goals, and roles for their discussion groups to work independently.</p>
<p><i>Resources:</i> Core Ready Reading Lesson 3, “A Bad Road for Cats” in <i>Every Living Thing</i>, SOS Appendix 1: “Elements of a Short Story” Graphic Organizer, SOS Appendix 2: “Common Central Ideas in Middle School Literature”, SOS Appendix 10: Milestone Performance Formative Assessment - “Identifying the Elements and Central Idea of a Short Story”</p>	
<p>4. Evaluate the denotative and connotative meanings of to appreciate how writers choose words to gain precision and create an effect on the reader.</p>	<p>4. Use the “Evaluating Word Choice in Short Stories” question list to guide students to think about shades of meaning in partnerships.</p>
<p><i>Resources:</i> Core Ready Reading Lesson 4, “A Bad Road for Cats” in <i>Every Living Thing</i>, SOS Homework: Reading Lesson 4 “Words and Their Meanings”</p>	
<p>5. Analyze how writers use narrative techniques in short stories to convey meaning, tone, and mood.</p>	<p>5. Use mentor text to analyze how narrative techniques (e.g., dialogue, descriptive details, figurative language) affect meaning, tone, and mood, citing specific examples of powerful language. Have students work in partnerships.</p>
<p><i>Resources:</i> Core Ready Reading Lesson 5, collection of mentor texts (e.g., “Paul Revere’s Ride”), SOS Appendix 10: Milestone Performance Formative Assessment - “Examining Powerful Language and Narrative Techniques”</p>	
<p>6. Determine the narrative mode of a short story to understand how mode affects the story and reading experience.</p>	<p>6. Use writing from a visual text to explore narrative mode (e.g., first person, second person, third person). Closely read short stories to identify the narrative mode and how it affects the story.</p>
<p><i>Resources:</i> Core Ready Reading Lesson 6, visual text (photos or drawings of people engaging in activities), short text to closely read (e.g., “A Bad Road for Cats” in <i>Every Living Thing</i>), SOS Homework: Reading Lesson 6 “Narrative Mode”,</p>	

7. Infer the main character’s point of view to get to the central idea of the story.	7. Look closely at the character’s dialogue, actions, and inner thoughts about a significant event to infer the character’s point of view. Discuss if and how a change in point of view reveals the central idea.
<i>Resources:</i> Core Ready Reading Lesson 7, SOS Appendix 2: “Common Central Ideas in Middle School Literature” , high-interest texts (e.g., “The Last Leaf”), “Determining Central Idea(s) from a Text” chart from Core Ready Lesson 3, SOS Appendix 10: Milestone Performance Formative Assessment - “Determining Point of View and Central Idea”	
8. Compare and contrast how short stories across different genres approach similar central ideas to understand how a particular central idea can be addressed.	8. Use discussion questions as a way for small groups to explore and discuss how a similar central idea is addressed in texts of different genres.
<i>Resources:</i> Core Ready Reading Lesson 8, SOS Appendix 3: “Different Genre, Same Central Idea” Group Discussion Guide , pairing of text with different genres sharing the same central idea (e.g., “The Last Leaf” and “Hope Is the Thing with Feathers”)	
9. Apply knowledge of short stories to plan a reading discussion	9. In partnerships look at a short story of their choosing to create a discussion guide with questions that address the various elements and techniques that make up an artful short story.
<i>Resources:</i> Core Ready Reading Lesson 9, “The Last Leaf”, SOS Appendix 4: “Sample Short Story Discussion Guide: ‘The Last Leaf’ by O. Henry” , SOS Homework: Reading Lesson 9 “Preparation for Book Discussion” , SOS Appendix 10: Milestone Performance Formative Assessment - “Asking Critical-Thinking Questions About a Short Story”	
10. Readers facilitate and/or participate in a reading discussion to enhance the reading experience and learning	10. Host a book club meeting/discussion with peers around partner discussion guides created in previous reading lesson.
<i>Resources:</i> Core Ready Reading Lesson 10	
Additional Resources for Teaching and Learning, Reading and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework Speaking & Listening Performance Checklist	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 3: Narrative – Reading and Writing: Short Story

Writing and Language

RL.1, 3, 10; W.2, 3, 4, 5, 6, 9a, 10; SL.1, 4, 6; L.1e, 3, 6; ELD.PI.1, 2, 4, 5, 6b, 7, 9, 10; ELD.PII.1, 2, 5, 7

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> • What are the characteristics of short stories? • How do writers of short stories structure and craft their work around a central idea? Why? • How do writers of short stories use language features? Why? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...Why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
1. Select precise words to make a powerful statement.	1. Choose 1 word or phrase that represents you to expand through a free-write. Discuss with a partner before condensing into a six-word memoir.
<p><i>Resources:</i> Core Ready Writing Lesson 1, sample six-word memoirs, SOS Homework: Writing Lesson 1 "Choosing Words Wisely"</p>	
2. Share their thoughts on their reading with others to build enthusiasm within their reading community.	2. Use a Twitter or a “Twitter Wall” as a platform to microblog (i.e., 140 characters) about reading.
<p><i>Resources:</i> Core Ready Writing Lesson 2, “A Bad Road for Cats” in <i>Every Living Thing</i>, SOS Appendix 5: “Microblog Paper”, internet access (if using Twitter), SOS Appendix 10: Milestone Performance Formative Assessment - "Practicing Concise Writing"</p>	
3. Recognize the way speakers adapt language choices according to task, purpose, and audience. (Integrated ELD)	3. Have students recount a fictional event (e.g., getting detention for cheating) as if they were addressing different audiences (e.g., their 4 –year old cousin, their best friend, their parents, the principal of the school).
<p><i>Resources:</i> ELD.PI.4</p>	

4. Use the formal structure and language features of literary commentary to convey their thoughts on literature in more academic contexts.	4. Formally put ideas down into writing using complete sentences, standard grammar, and academic vocabulary.
<i>Resources:</i> Core Ready Writing Lesson 3, “The Last Leaf”, completed “Elements of a Short Story Graphic Organizer” (from Core Ready Reading Lesson 2), collection of short stories	
5. Writers include quotations from the text to support and strengthen their written literary commentaries.	5. Have students revise their literary commentaries to select appropriate direct quotations and craft explanations of the textual evidence to support their analysis.
<i>Resources:</i> Core Ready Writing Lesson 4, student literary commentaries from previous lesson, teacher model of literary commentary from previous lesson, SOS Homework: Writing Lesson 4 "Using Quotations"	
6. Use nominalization (e.g., The doctor has little expectation his care will help Johnsy due to her lack of hope.... → <i>The doctor’s experience...</i>) to use textual evidence to support analysis of a text. (Integrated ELD)	6. Define nominalization and find in mentor text (e.g., teacher modeled literary commentary) how nominalization helps the author to support ideas with textual evidence. Have students revise explanations of textual evidence using nominalization where appropriate.
<i>Resources:</i> ELD.PI.11a, ELD.PII.2, 7	
7. Writers revise and edit their literary commentaries to strengthen and clarify their writing.	7. Revise and edit with a peer using the “Written Literary Commentary Checklist”.
<i>Resources:</i> Core Ready Writing Lesson 5, SOS Appendix 6: “Written Literary Commentary” Checklist , SOS Appendix 10: Milestone Performance Formative Assessment - “Revising Written Literary Commentaries”	
8. Writers compose strongly written literary commentaries of their reading in a single sitting to develop stamina and the capacity to succeed with on-demand writing.	8. Create a “Writing a Strong Analysis of Your Reading” chart with process for on-demand writing. Have students choose a prompt from the “Writing Prompts for Written Literary Commentaries” list to address in their on-demand writing.
<i>Resources:</i> Core Ready Writing Lesson 6, SOS Appendix 7: “Writing Prompts for Written Literary Commentaries” , SOS Appendix 6: “Written Literary Commentary” Checklist , collection of short stories	
9. Writers use their reading and analysis of short stories to inspire their own writing.	9. Have students choose a theme using the “Common Central Ideas in Middle School Literature”. Provide guidelines for writing a short story and the “Elements of a Short Story Graphic Organizer” to support students in drafting a short story.
<i>Resources:</i> Core Ready Writing Lesson 7, SOS Appendix 1: “Elements of a Short Story” Graphic Organizer , SOS Appendix 2: “Common Central Ideas in Middle School Literature”	

10. Use connecting words (e.g., <i>Suddenly, Later on that day, Earlier that evening</i>) purposefully to mark time in a short story. (Integrated ELD)	10. Co-create a chart with connecting words that mark time using a mentor text for guidance and support. Have students revise short story drafts for use of connecting words that mark time.
<i>Resources:</i> ELD.PI.10, ELD.PII.2b	
11. Writers purposefully incorporate specific narrative techniques (e.g., dialogue, description, word choice, pacing) to enhance their short stories.	11. Chart narrative techniques used in short stories. Revise drafts to find places in the writing to purposefully incorporate narrative techniques.
<i>Resources:</i> Core Ready Writing Lesson 8, SOS Appendix 8: Sample Short Story Version #1 and Version #2: "The London Eye" , SOS Homework: Writing Lesson 8 "Focus on Dialogue"	
12. Writers revise their short stories with a peer to make their story to meets the expectations of the genre.	12. Use the revising portion of the "Short Story Checklist."
<i>Resources:</i> Core Ready Writing Lesson 9, SOS Appendix 9: "Short Story" Checklist	
13. Writers edit their short stories with a peer to make their story prepare for publishing.	13. Use the COPS portion of the "Short Story Checklist." Provide time to finalize writing.
<i>Resources:</i> Core Ready Writing Lesson 9, SOS Appendix 9: "Short Story" Checklist , SOS Appendix 10: Milestone Performance Formative Assessment - "Revising Short Stories"	
14. Writers use digital media share their short stories in effective ways to an authentic audience.	14. Have students create a multimedia presentation (e.g., iMovie, PowerPoint, Prezi) of their short story to accompany their written piece. Share work and gather feedback from peers.
<i>Resources:</i> Core Ready Writing Lesson 10, access to digital media, SOS Appendix 2: "Common Central Ideas in Middle School Literature"	
Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework Speaking & Listening Performance Checklist	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 3: Narrative – Reading and Writing: Short Story

Language

Essential Questions	Suggested Assessments
tbd	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work</p> <p>Daily Lesson: observation, questions – teachers and students, student discussions, peer feedback, student self-reflection</p> <p>Weekly: student discussions, peer feedback, student self-reflection</p> <p>End-of-Unit: oral presentation, peer feedback, use of rubric, student self-reflection (e.g. short survey) other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
tbd	
Additional Resources for Teaching and Learning, Language	Differentiation (e.g. Special Education, EL, GATE)
	<p><u>UDL Differentiation Strategies and Resources</u></p> <p><u>GATE Differentiation Strategies and Resources</u></p>

Unit 4:
Informative/Explanatory – Reading and Writing: Literary Non-fiction
(approx. 7 weeks)

Overview:

In this unit, students will closely read and analyze variety of literary nonfiction works. They will focus on determining the purpose, intended audience, and central idea of the text. Additionally, students will work on the ability to express their analysis of a piece of text clearly in writing. In writing students will conduct short research projects in an area of interest in order to compose an original piece of literary nonfiction with a definite point of view and purpose.

Over-Arching Essential Questions for Unit 4:

- What do we gain from reading and discussing literary nonfiction? How does this help us become better writers of literary nonfiction?

In this unit students will:

- Analyze text to summarize, identify narrator/speaker and audience,
- Determine and Analyze central idea, significance, purpose, and point of view
- Cite textual evidence to support analysis
- Compare and contrast multiple presentations of a topic
- Develop research and note-taking skills
- Compose a formal piece of literary nonfiction

Culminating Task: Students will research a topic of choice and compose a piece of literary nonfiction.

Standards

ELA Common Core State Standards

Reading Standards for Informational Text

Key Ideas and Details

- 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).

Craft and Structure

- 6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
- 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.

Integration of Knowledge and Ideas

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).

Range of Reading and Level of Text Complexity

6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Foundational Skills & Additional Language Standards: *This document does not address systematic instruction of foundational skills.*

Writing Standards:

Text Types and Purposes

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.

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.

Production and Distribution of Writing

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.

Research to Build and Present Knowledge

6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “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”).

Range of Writing

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:

Comprehension and Collaboration

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.

Presentation of Knowledge and Ideas

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. **CA**

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

Conventions of Standard English

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

e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

Knowledge of Language

6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

b. Maintain consistency in style and tone.

Vocabulary Acquisition and Use

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.

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

- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
- c. 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.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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.

ELD Standards

Part I: Interacting in Meaningful Ways

A. Collaborative

1. Exchanging information and ideas - 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, providing useful feedback.

B. Interpretative

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

6. Reading/viewing closely-

- a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.
- b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic words (e.g., *indicates that, influences*).
- c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

7. Evaluating language choices – Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.

8. Analyzing language choices – Explain how phrasing, different words with similar meaning (e.g., *stingy, economical, frugal, thrifty*), or figurative language (e.g., *The room was depressed and gloomy., The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry*) produce shades of meaning, nuances, and different effects on the audience.

C. Productive

10. Writing –

- a. Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rainforest) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.
- b. Write clear and coherent summaries of text and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

11. Justifying/arguing –

a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge, with light support.

12. Selecting language resources –

a. Use an expanded set of general academic words (e.g., *affect, evidence, demonstrate, reluctantly*), domain-specific words (e.g., *scene, setting, plot, point of view, fraction, cell membrane, democracy*), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.

Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure – Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.

2. Understanding cohesion –

b. 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 (e.g., *consequently, specifically, however, moreover*) to comprehending texts and writing cohesive texts.

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.

Social-Emotional Learning

SEL Competencies:

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

Unit 4: Informative/Explanatory – Reading and Writing: Literary Non-fiction

Reading and Language

RI.1, 2, 3, 4, 5, 6, 7, 9, 10; W.4, 9b, 10; SL.1, 2, 4, 6; L.4, 6; ELD.PI.1, 5, 6, 7, 10 11a; ELD.PII.1

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> • What do readers gain from reading literary non-fiction? • What are the characteristics of literary non-fiction? • How are literary non-fiction structured and crafted? Why? How should we read them as a result? • What language features are used in literary non-fiction? Why? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Reading Response Journals), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...Why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to genre features.	Teacher read-aloud, and student independent reading of multiple examples of the genre.
On-going vocabulary instruction: Use a growing number of words and phrases and flexibly choose from: using context clues, using common Greek and Latin affixes and roots as clues, printed/digital resources, and verify the inferred meaning in order to grow vocabulary knowledge and use.	Readers collect favorite new words and definitions in their writer’s notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.
1. Use genre understanding of biography, including its features, to support comprehension of a text. (Integrated ELD)	1. Define features and sub-genres of literary non-fiction (e.g., speeches, essays, journalism). Focus inquiry of literary non-fiction to features of biographies.
<p><i>Resources:</i> ELD.PI.6a, ELD.PII.1, Core Ready Reading Lesson 1, collection of biographies, biographies for whole-class work (e.g., RTK Appendix 1: “Hank Aaron: Hammering Home a Message of Equality”, “Abraham Lincoln: All People Are Equal and Born Free”, “Thomas Edison: The Power of Curiosity”), RTK Close Reading: Biography “Hank Aaron”</p>	

2. Research unfamiliar terms in literary nonfiction to fully understand what they read.	2. Co-create a “Strategies for Researching Unfamiliar Terms Chart” to support students to independently research unfamiliar terms in biographies.
<i>Resources:</i> Core Ready Reading Lesson 2, RTK Close Reading: Biography "Hank Aaron" , digital and/or print reference tools, collection of biographies, RTK Milestone Performance Formative Assessment - "Identifying and Exploring Literary Nonfiction"	
3. Using understanding elements of literature to determine a central idea and its significance in a memoir.	3. Co-create a “Clues for Determining the Central Idea” chart to support students in determining a central idea and thinking about the relevance it has to them and the greater world.
<i>Resources:</i> Core Ready Reading Lesson 3, memoir for whole-class work (e.g., RTK Appendix 2: “Bear Lake”), collection of memoirs	
4. Consider author’s purpose and audience to support analysis of a personal essay.	4. Have students read and respond to a personal essay focusing on central idea, significance, purpose and audience before engaging in an academic conversation about their responses.
<i>Resources:</i> Core Ready Reading Lesson 4, personal essay for whole-class work (e.g., RTK Appendix 3: “Your Brain Can Help You Climb a Mountain”), collection of personal essays, RTK Milestone Performance Formative Assessment - "Identifying Central Idea, Purpose, and Audience"	
5. Determine the central idea, purpose, and audience of a speech to deepen their capacity with and understanding of literary nonfiction.	5. Use the “Analyzing a Speech Graphic Organizer” to support students in using all previously learned skills to analyze a speech in text and video/audio form.
<i>Resources:</i> Core Ready Reading Lesson 5, RTK “Analyzing a Speech” Graphic Organizer , Text and Audio/Video of a speech (e.g., Steve Job’s commencement address at Stanford University), RTK Homework: Reading Lesson 5 "Identifying Purpose and Audience of Speeches"	
6. Determine the point of view of the narrator or speaker in literary nonfiction to distinguish that point of view from their own.	6. Use guiding questions to support students in determining a narrator’s or speaker’s point of view based on textual evidence to engage students in academic discourse distinguishing their own point of view from that of the narrator/speaker.
<i>Resources:</i> Core Ready Reading Lesson 6, collection of literary non-fiction used in previous lessons, a memoir (e.g., RTK Appendix 2: Memoir "Bear Lake"), RTK Homework: Reading Lesson 6 "Point of View in Literary Nonfiction" , RTK Milestone Performance Formative Assessment - "Identifying Point of View"	
7. Use what they know about literary non-fiction to deeply understand an unfamiliar text.	7. Use a “Literary Nonfiction Analysis Guide” to support students to analyze the text as a whole as well as its specific elements.
<i>Resources:</i> Core Ready Reading Lesson 7, literary non-fiction text NOT used in previous lessons, “Literary Nonfiction Analysis Guide”	

8. Cite specific evidence to support their analysis or commentary of one’s reading.	8. Revisit a previously analyzed literary nonfiction text to select direct quotations and explain how they support analysis.
<i>Resources:</i> Core Ready Reading Lesson 8, students’ analysis of literary nonfiction, Lou Gehrig’s farewell speech (audio/video clips and transcript available online), text and audio (or video) of Steve Job’s commencement address at Stanford University (easily found online), RTK Milestone Performance Formative Assessment - "Analyzing Literary Nonfiction"	
9. Compare and contrast how the same event, person, or topic is presented differently across various literary nonfiction texts to better understand the purpose and features of each subgenre.	9. Provide guiding questions to support examination of multiples texts on the same topic. Have students collaboratively use a Venn Diagram to organize and demonstrate their thinking.
<i>Resources:</i> Core Ready Reading Lesson 9, paired pieces of literary nonfiction on the same topic, RTK Milestone Performance Formative Assessment - "Comparing and Contrasting Different Texts on the Same Topic"	
10. Reflect on what they’ve read and make recommendations to others in order to expand the genres and topics enjoyed by the reading community.	10. Have students make a recommendation of both a literary nonfiction subgenre and literary nonfiction topic. Students should include a summary of text in subgenre/on topic and why they recommend it.
<i>Resources:</i> Core Ready Reading Lesson 10, RTK Homework: Reading Lesson 10 "Suggesting Genres to Others" , RTK Appendix 1: Biography #1 "Hank Aaron: Hammering Home a Message of Equality"	
Additional Resources for Teaching and Learning, Reading and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework Speaking & Listening Performance Checklist	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 4: Informative/Explanatory – Reading and Writing: Literary Non-fiction

Writing and Language

W.2b-e, 4, 5, 6, 7, 10; SL.1, 5; L.1e, 2, 3b, 6; ELD.P.I.1, 8, 10a, 12a; ELD.P.II.1, 2b

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> • How do literary non-fiction writers structure and craft their work? Why? • How do literary non-fiction writers use language features? Why? • What do we gain from collaborating with others on literary non-fiction? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...Why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>1. Organize information on nonfiction topics in a variety of ways to make effective text structure choices that achieve their purpose.</p>	<p>1. Have students write about a familiar topic (e.g., school, my family) using a variety of nonfiction text structures (e.g., clustering, definition, compare/contrast, cause/effect) in partners and independently.</p>
<p><i>Resources:</i> Core Ready Writing Lesson 1</p>	
<p>2. Take organized notes to record their learning about a topic.</p>	<p>2. Have students practice taking notes using a variety of strategies (e.g., using a heading or question) on a familiar literary nonfiction texts.</p>
<p><i>Resources:</i> Core Ready Writing Lesson 2, RTK Appendix 1: Biography #1: Hank Aaron: Hammering Home a Message of Equality, collection of biographies used in reading work, RTK Homework: Writing Lesson 2 "Taking Organized Notes"</p>	
<p>3. Explore a topic that interests them to stimulate research for a literary nonfiction piece.</p>	<p>3. Review writer’s notebook for areas of interest. Consider focusing topic choices to match Social Studies/Science content. Co-create a “Freewriting Possibilities” list to guide students’ freewriting on their topic of interest.</p>
<p><i>Resources:</i> Core Ready Writing Lesson 3</p>	

4. Conduct research to gather relevant facts and details to use in their literary nonfiction writing.	4. Use a “Research Process” chart to outline steps in the research process (e.g., reflect on prior knowledge, determine categories, craft questions, etc.). Have students work in research groups/partners.
<i>Resources:</i> Core Ready Writing Lesson 4, student free-writes from Writing Lesson 3, RTK Milestone Performance Formative Assessment - "Researching Literary Nonfiction Pieces"	
5. Explore the connection between text structure and purpose to choose a text structure/subgenre for their literary nonfiction writing. (Integrated ELD)	5. Review the features and purpose of each literary nonfiction subgenre studied (e.g., biography, memoir, personal essay, speech). Have students use their topic/person/event/time period (e.g., Malala) and explore how different structures/subgenres are most effective in achieving specific purposes (e.g. using a biography to inform about her life, using a memoir from her point of view to convey the message that education is freeing).
<i>Resources:</i> ELD.PI.10, ELD.PII.1	
6. Plan the elements of their literary nonfiction piece to begin moving through the writing process.	6. Provide a “Writing Literary Nonfiction Graphic Organizer” to support students in choosing a subgenre and planning their literary nonfiction piece.
<i>Resources:</i> Core Ready Writing Lesson 5, "Writing Literary Nonfiction Graphic Organizer" , RTK Milestone Performance Formative Assessment - "Planning Literary Nonfiction"	
7. Use precise language and vocabulary to establish a desired tone in their literary nonfiction writing.	7. Analyze how word choice in a mentor text establishes a particular tone (e.g., authoritative, urgent, sarcastic). Have students create a list of words/phrases that might support establishing their desired tone. Provide ample time for students to draft.
<i>Resources:</i> Core Ready Writing Lesson 6, RTK Appendix 2: "Memoir: Bear Lake" , RTK Homework: Writing Lesson 6 "Using Precise Language" , RTK "Writing Literary Nonfiction" Graphic Organizer	
8. Writers revise their work with an eye on transitional words and phrases to help organize and improve the flow of the writing.	8. Provide a list of transitional words/phrases organized by purpose. Revise for transitional words/phrases and the features of literary nonfiction using the “Literary Nonfiction Revising and Editing Checklist.”
<i>Resources:</i> Core Ready Writing Lesson 7, "List of Transitional Words/Phrases" , revising portion of "Literary Nonfiction Revising and Editing" Checklist , RTK Appendix 1: "Biographies" , RTK Appendix 2: "Memoir: Bear Lake"	
9. Edit their work for grammar and conventions of standard English to ensure that their writing is easy for the reader to engage with and understand.	9. Collaboratively and independently, use the COPS portion of the “Literary Nonfiction Revising and Editing Checklist” to edit writing. Provide time for students to digitally publish.
<i>Resources:</i> Core Ready Writing Lesson 8, COPS portion of RTK Appendix 4: "Literary Nonfiction Revising and Editing" Checklist , RTK Milestone Performance Formative Assessment - "Revising and Editing Literary Nonfiction Pieces"	

<p>10. Add visual components to their work to enhance and clarify the information presented.</p>	<p>10. Analyze a mentor text for how visual components enhance or clarify the information presented. Have students create or select images from online sources, magazines or text to enhance their own writing.</p>
<p><i>Resources:</i> Core Ready Writing Lesson 9, RTK Appendix 2: "Memoir: Bear Lake", Literary nonfiction with visual components (www.biography.com, www.ted.com/talks)</p>	
<p>11. Present their works of literary nonfiction to share with an authentic audience.</p>	<p>11. Discuss rules and etiquette for sharing work with one another. Have students share work with peers and reflect on essential questions. Consider how to present to a larger audience.</p>
<p><i>Resources:</i> Core Ready Writing Lesson 10, RTK Appendix 5: "Rules for Collegial Sharing of Writing"</p>	
<p>Additional Resources for Teaching and Learning, Writing and Language</p>	<p>Differentiation (e.g. Special Education, EL, GATE)</p>
<p>CA ELA/ELD Framework Speaking & Listening Performance Checklist</p>	<p>UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources</p>

Unit 4: Informative/Explanatory – Reading and Writing: Literary Non-fiction

Language

Essential Questions	Suggested Assessments
tbd	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work</p> <p>Daily Lesson: observation, questions – teachers and students, student discussions, peer feedback, student self-reflection</p> <p>Weekly: student discussions, peer feedback, student self-reflection</p> <p>End-of-Unit: oral presentation, peer feedback, use of rubric, student self-reflection (e.g. short survey) other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
tbd	
Additional Resources for Teaching and Learning, Language	Differentiation (e.g. Special Education, EL, GATE)
	<p><u>UDL Differentiation Strategies and Resources</u></p> <p><u>GATE Differentiation Strategies and Resources</u></p>

Unit 5:
Argument – Reading Biographies and Speeches and Writing Speeches
(approx. 7 weeks)

Overview:

In this unit, students will closely read biographies and speeches of well-known people. They will learn to use their power of words to meet the obligation of citizenship. Students will develop a deep understanding of the purpose and structure of argument, specifically speeches, as a means of influencing the world around them.

Over-Arching Essential Questions for Unit 5: How can speeches be used to make positive impacts on the world?

In this unit students will:

- Closely read biographies to build content knowledge about well-known people
- Analyze the purpose and structural differences between speeches and biographies
- Evaluate the strength and organization of argumentative speeches
- Define the elements of a strong argument
- Compose and present a well-organized persuasive speech including multi-media components

Culminating Task: Students will compose a persuasive speech about a topic of their choice.

Standards

ELA Common Core State Standards:

Reading Standards for Informational Text:

Key Ideas and Details

- 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).

Craft and Structure

- 6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
- 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.

Integration of Knowledge and Ideas

- 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).

Range of Reading and Level of Text Complexity

- 6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Foundational Skills & Additional Language Standards: *This document does not address systematic instruction of foundational skills.*

Writing Standards:

Text Types and Purposes

- 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.

Production and Distribution of Writing

- 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.)

Research to Build and Present Knowledge

- 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.
 - b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “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”).

Range of Writing

- 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:

Comprehension and Collaboration

- 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.
- 6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

- 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. **CA**
- 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:

Conventions of Standard English

- 6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

Knowledge of Language

- 6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - b. Maintain consistency in style and tone.

Vocabulary Acquisition and Use

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

- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
- c. 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.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

- a. Interpret figures of speech (e.g., personification) in context.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, un wasteful, thrifty*).

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.

ELD Standards:

Part I: Interacting in Meaningful Ways

A. Collaborative

- 1. Exchanging information and ideas** - 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, providing useful feedback.
- 2. Interacting via written English** - Engage in extended written exchanges with peers and collaborate on complex written text on a variety of topics, using technology when appropriate.
- 3. Supporting opinions and persuading others** - Negotiate with or persuade others in conversations using appropriate register (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., *I heard you say X, and Gabriel just pointed out Y*), as well as open responses.
- 4. Adapting language choices** - Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.

B. Interpretative

- 5. Listening actively**- Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.
- 6. Reading/viewing closely**-
 - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.
 - b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic words (e.g., *indicates that, influences*).
 - c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
- 7. Evaluating language choices** - Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.

8. Analyzing language choices – Explain how phrasing, different words with similar meaning (e.g., *stingy, economical, frugal, thrifty*), or figurative language (e.g., *The room was depressed and gloomy, The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry*) produce shades of meaning, nuances, and different effects on the audience.

C. Productive

9. Presenting – Plan and deliver longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as growing understanding of register.

10. Writing –

a. Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rainforest) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.

b. Write clear and coherent summaries of text and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

11. Justifying/arguing –

a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge, with light support.

Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure – Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.

2. Understanding cohesion –

b. 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 (e.g., *consequently, specifically, however, moreover*) to comprehending texts and writing cohesive texts.

C. Connecting and Condensing Ideas

6. Connecting ideas – Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., *He stayed at home on Sunday because he had an exam on Monday*), to make a concession (e.g., *She studied all night even though she wasn't feeling well*), or to link two ideas that happen at the same time (e.g., *The students worked in groups while their teacher walked around the room*).

College and Career Descriptors

1. Demonstrate independence
2. Build strong content knowledge
3. Respond to the varying demands of audience, task, purpose, and discipline
4. Comprehend as well as critique
5. Value evidence
6. Use technology and digital media strategically and capably

Come to understand other perspectives and cultures

Social-Emotional Learning

SEL Competencies:

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

Unit 5: Argument – Reading Biographies and Speeches and Writing Speeches

Reading and Language

R.I.1, 2, 3, 4, 5, 6, 7, 8, 9, 10; W.4, 9b, 10; SL.1, 2, 3, 4, 5, 6; L.1e, 3b, 4, 5a,c, 6; ELD.PI.1, 2, 3, 4, 5, 6, 7, 8, 9, 10b; ELD.PII.1, 2b

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> • What do readers gain from reading opinion/argumentative speeches and learning about the life of the speaker? • 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 speeches? Why? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Reading Response Journals), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...Why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to genre features.	Teacher read-aloud, and student independent reading of multiple examples of the genre.
<p>On-going vocabulary instruction: Use a growing number of words and phrases and flexibly choose from: using context clues, using common Greek and Latin affixes and roots as clues, printed/digital resources, and verify the inferred meaning in order to grow vocabulary knowledge and use.</p>	Readers collect favorite new words and definitions in their writer’s notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.
1. Summarize biographies in order to determine the most important information.	1. Create a “Key Characteristics of a Biography Summary” chart and a “Process for Creating a Summary” chart to support students in writing organized summaries of biographies.
<p><i>Resources:</i> Core Ready Lesson 1, PTP Appendix 1: “Summary Characteristics and Process”, PTP Appendix 2: “Biographies”, Milestone Performance Formative Assessment - "Summaries of Biographies", PTP Homework: Reading Lesson 1 "Defining Biography Genre"</p>	

2. Closely read biographies to determine what makes the person’s life worth reading about.	2. Use the “Analyzing Biography Graphic Organizer” to provide guiding questions that support students in close reading of biographies.
<i>Resources:</i> Core Ready Lesson 2, PTP Appendix 2: “Biographies” , PTP Appendix 3: “Analyzing Biography” Graphic Organizer , PTP Homework: Reading Lesson 2 “Individuals Portrayed Through Details” , Milestone Performance Formative Assessment - “Analyzing Biographies”	
3. Integrate information about a person from a biography with information from a speech delivered by the same person to enhance their understanding of the person.	3. In groups, students listen to and examine a speech and a biography written about the speech giver and chart what was learned and revealed in each experience.
<i>Resources:</i> Core Ready Lesson 3, PTP Appendix 2: “Biographies” , Amelia Earhart’s speech : A Woman’s Place in Science” , PTP Appendix 5: John F. Kennedy’s Address , Lou Gehrig’s farewell speech , Malala Yousafzai’s speech to the United Nations , PTP Appendix 3: “Analyzing Biography” Graphic Organizer	
4. Compare how the same event is presented in a speech and a biography to understand the differences in tone, content, and language between the two genres.	4. Provide a list of things to consider (e.g., the central idea, the tone, the choice of language, etc.) to support student partnerships in comparing and contrasting a biography and a speech by the same person. Students reflect on the purpose of each genre.
<i>Resources:</i> Core Ready Lesson 4, PTP Appendix 3: “Analyzing Biography” Graphic Organizer , PTP Appendix 2: “Biographies” , PTP Appendix 5: Ronald Reagan’s Address to the Nation on the Explosion of the Space Shuttle Challenger	
5. Closely read speeches to determine the author’s purpose.	5. Students listen to or read speeches multiple times using the “Close Reading and Listening Protocol for Speeches” to support them in determining the author’s purpose.
<i>Resources:</i> Core Ready Lesson 5, PTP Appendix 5: “Abridged transcript of John F. Kennedy’s Address at Rice University on the Nation’s Space Effort” , PTP Appendix 5: “Ronald Regan’s Address to the Nation” , PTP Appendix 4: “Close Reading and Listening Protocol for Speeches”	
6. 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 (Integrated ELD).	6. Conduct a <i>text reconstruction</i> (i.e., “dictogloss”) of a speech. Focus on the speech writer’s use of connecting and transitional words.
<i>Resources:</i> Model Text Reconstruction Lesson (Malala) , Malala Text Reconstruction Student Note Sheet	
7. Analyze a speech to recognize the basic elements of argument writing.	7. In pairs, students highlight a speech’s issue, argument, and claim in different colors.
<i>Resources:</i> Core Ready Lesson 6, Franklin Delano Roosevelt’s “Declaration of War” , Sojourner Truth’s “Ain’t I a Woman?” , Winston Churchill’s “Blood, Toil, Tears, and Sweat” text of Churchill’s speech , PTP Appendix 5: “Transcripts of Speeches” , PTP Homework: Reading Lesson 6 “Tracing a Persuasive Argument”	

8. Evaluate the strength of an argument to determine if the claim is supported by reasoning and evidence.	8. Use the “Tracing and Evaluating an Argument in Historic Speeches Graphic Organizer” to identify the argument, claim, and specific reasoning and evidence given in a speech and then consider how the speech influenced or would have influenced their thinking and/or action.
<p><i>Resources:</i> Core Ready Lesson 7, PTP Appendix 5: “Transcripts of Speeches”, PTP Appendix 6: “Tracing and Evaluating an Argument in Historic Speeches” graphic organizer, Milestone Performance Formative Assessment - “Tracing and Evaluating an Argument in Historic Speeches”</p>	
9. Analyze a persuasive speech to better understand how the structure is related to the purpose of an argument.	9. In partners, use the “Advancing an Argument Graphic Organizer” to identify each stage of a persuasive speech and consider how each stage contributes to the overall structure and development of the argument.
<p><i>Resources:</i> Core Ready Lesson 8, PTP Appendix 7: “Advancing an Argument” Graphic Organizer, Milestone Performance Formative Assessment - “Identifying How the Organization of a Speech Advances the Argument”</p>	
10. Examine specific language choices in mentor speeches to understand that writers make deliberate choices about words and phrases to effectively convey their message.	10. Collaboratively use “The Power of Words and Phrases Worksheet” to analyze the use, meaning, and impact of particular words and phrases within mentor speeches.
<p><i>Resources:</i> Core Ready Lesson 9, “Link to, PTP Appendix 9: “The Power of Words and Phrases” Worksheet, PTP Appendix 5: “Transcripts of Speeches”, Milestone Performance Formative Assessment - “Examining the Meaning and Impact of Words and Phrases on Historic Speeches””</p>	
11. Examine the use of formal and informal English in mentor speeches to understand that writers make deliberate choices about language depending on their audience and purpose. (Integrated ELD)	11. After analyzing the audience and purpose of two speeches, students compare and contrast the first few sentences in the two speeches. Reflect on how the language use matches the intended audience and purpose.
<p><i>Resources:</i> ELD.PI.4, “Link to Fredrick Douglas’s “The Hypocrisy of American Slavery””</p>	
12. Use multimedia components and visual displays to clarify and enhance the message of a famous speech.	12. In pairs, students use digital tools (e.g., Prezi, PowerPoint, Glogster) to create multimedia presentations of speeches including digital images, sound to accompany text, short response to the speech, and oral presentation of the speech.
<p><i>Resources:</i> Core Ready Lesson 10, MacBooks, Collection of speeches from lesson set, Milestone Performance Formative Assessment - “Presentations of Historic Speeches”</p>	

Additional Resources for Teaching and Learning, Reading and Language	Differentiation (e.g. Special Education, EL, GATE)
<p>CA ELA/ELD Framework Speaking & Listening Performance Checklist</p> <p>The History Place – Great Speeches Collection</p>	<p>UDL Differentiation Strategies and Resources</p> <p>GATE Differentiation Strategies and Resources</p>

Unit 5: Argument – Reading Biographies and Speeches and Writing Speeches

Writing and Language

RI.1, 2, 3, 5, 6, 8, 10; W.1, 4, 5, 7, 8, 9b, 10; SL.1, 2, 3, 4, 5, 6; L.6; ELD.PI.1, 3, 4, 5, 6a, 7, 9, 10a, 11a; ELD.PII.1, 2b, 6

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> • How do argumentative speech writers structure and craft their work? Why? • How do argumentative speech writers use language features? Why? • How can we present our arguments so that they have the most impact on the audience? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...Why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
1. Define the elements of argument writing to prepare to write their own.	1. Use the “Key Terms in Argument Writing” to introduce the elements of an argument. In pairs, students read and use the “Argument Analysis Worksheet” to analyze an argument speech.
<p><i>Resources:</i> Core Ready Writing Lesson 1, “Sample Speeches #1 and #2”, PTP Appendix 10: “Key Terms in Argument Writing”, PTP Appendix 11: “Argument Analysis” Worksheet, PTP Homework: Writing Lesson 1 “Elements of Argument Writing”, Milestone Performance Formative Assessment - “Identifying Elements of Argument Writing”</p>	
2. Choose a topic on which to compose a persuasive speech to ensure that a strong argument can be made.	2. Co-create a list of issues the students feel strongly about. Provide guiding questions (e.g., <i>What is the argument?, What do you think your claim will be?, What type of evidence might you find to support your claim?</i>) to support students in choosing an evaluating a topic.
<p><i>Resources:</i> Core Ready Writing Lesson 2, PTP Appendix 12: “List of Argument Topics”</p>	
3. Identify and gather appropriate research materials in order to make their research time productive.	3. Provide guiding questions (e.g., <i>What search terms will you try online? What printed materials might you gather? Is there anyone you might interview?</i>) to support students in identifying and gathering appropriate supporting evidence.
<p><i>Resources:</i> Core Ready Writing Lesson 3, MacBooks, PTP Appendix 8: Sample Speech #1: “Get Off the Gridiron!”, “Argument Writing Planning Questions” from previous lesson</p>	

4. Writers research their argument topic in search of evidence and reasons to support their claim.	4. Use a “Tracking Evidence Sheet” to support students in gathering findings in an organized way, keeping track of sources, and developing reasons and conclusions based on the evidence.
<p><i>Resources:</i> Core Ready Writing Lesson 4, “Tracking Evidence Sheet”, PTP Appendix 8: Sample Speech #1: “Get Off the Gridiron!”, Milestone Performance Formative Assessment - “Selecting a Topic and Conducting Research”</p>	
5. Synthesize all of the resources they’ve studied and developed to draft the body of a persuasive speech.	5. Use the “Power of Persuasive Speeches” essay to launch a discussion about persuasive speeches. Introduce the “Persuasive Speech Checklist” and the “Helpful Transitions to Connect Claims, Reasons, and Evidence”. Focus on the claim statement and the <i>Does my body include</i> section of the checklist. Students use these resources and mentor speeches to guide their drafting.
<p><i>Resources:</i> Core Ready Writing Lesson 5, PTP Appendix 13: “The Power of Persuasive Speeches”, PTP Appendix 14: “Persuasive Speech” Checklist, PTP Appendix 15: “Helpful Transitions to Connect Claims, Reasons, and Evidence”, PTP Appendix 8: “Sample Speeches #1 and #2”</p>	
6. Combine clauses in different ways (e.g., using conjunctions) to make connections between evidence and analysis, for example, (e.g., <i>In 2009, there were 35,000 deaths from automobile accidents, so driving to football practice is much more dangerous than being on the field.</i>). (Integrated ELD)	6. Analyze a mentor speech to identify examples of how compound and complex sentences are crafted to join evidence and analysis. Students revise their drafts as appropriate.
<p><i>Resources:</i> ELD.PI.10a, ELD.PII.6</p>	
7. Writers compose effective introductions and conclusions to maximize engagement with and understanding of the argument.	7. Use the “Persuasive Speech Checklist” and the “Helpful Transitions to Connect Claims, Reasons, and Evidence”. Focus on the <i>Does my introduction include</i> and <i>Does my conclusion include</i> sections of the checklist. Students use these resources and mentor speeches to guide their continued drafting.
<p><i>Resources:</i> Core Ready Writing Lesson 6, PTP Appendix 14: “Persuasive Speech” Checklist, PTP Appendix 15: “Helpful Transitions to Connect Claims, Reasons, and Evidence”, PTP Homework: Writing Lesson 6 “Persuasive Introductions”</p>	
8. Writers revise their speeches to meet the expectations of the genre.	8. Use the revising checklist portion of the “Persuasive Speech Checklist” to guide revisions. Use the “Respond to the Argument Guide” to support students in providing feedback on the overall effectiveness of a peer’s speech. Provide guidelines for citing resources.
<p><i>Resources:</i> Core Ready Writing Lesson 7, PTP Appendix 14: “Persuasive Speech” Checklist, PTP Appendix 16: “Respond to the Argument” Guide, www.easybib.com</p>	

9. Edit their work to ensure that their writing is easy for the reader to understand.	9. Collaboratively and independently, use the COPS portion of the “Persuasive Speech Checklist” to edit writing.
<i>Resources:</i> Core Ready Writing Lesson 7, PTP Appendix 14: “Persuasive Speech” Checklist , Milestone Performance Formative Assessment - “Persuasive Speech” Checklist	
10. Include visual features to enhance the meaning and impact of their persuasive speech.	10. In partners, students examine their speeches for places where visual elements would support the meaning. Students use drawings, illustrations, and printouts to create a poster to use when presenting their persuasive speech.
<i>Resources:</i> Core Ready Writing Lesson 8, PTP Appendix 8: “Sample Speeches #1 and #2” , Photos of injured football players ,	
11. Use appropriate eye contact, volume, and pronunciation make a positive and convincing impression on the audience.	11. Use the “Power Speaker Checklist” to support student partnerships in practicing and improving their public speaking skills.
<i>Resources:</i> Core Ready Writing Lesson 9, PTP Appendix 17: “Power Speaker” Checklist , PTP Homework: Writing Lesson 9 “Practice! Practice! Practice!”	
12. Writers present their speeches and evaluate the soundness of other’s arguments to have their speech heard by a real audience and to evaluate the strength and evidence used in other’s arguments.	12. Small groups present their speeches to invited guests, or another class, and gather and give feedback using the “Respond to the Argument Guide.”
<i>Resources:</i> Core Ready Writing Lesson 10, PTP Appendix 16: “Respond to the Argument” Guide , Milestone Performance Formative Assessment - “Power Speaker” Checklist	
Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework Speaking & Listening Performance Checklist	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 5: Argument – Reading Biographies and Speeches and Writing Speeches

Language

Essential Questions	Suggested Assessments
tbd	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work</p> <p>Daily Lesson: observation, questions – teachers and students, student discussions, peer feedback, student self-reflection</p> <p>Weekly: student discussions, peer feedback, student self-reflection</p> <p>End-of-Unit: oral presentation, peer feedback, use of rubric, student self-reflection (e.g. short survey) other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
tbd	
Additional Resources for Teaching and Learning, Language	Differentiation (e.g. Special Education, EL, GATE)
	<p><u>UDL Differentiation Strategies and Resources</u></p> <p><u>GATE Differentiation Strategies and Resources</u></p>

Unit 6
Poetry – Reading and Writing Poetry
(approx. 3 weeks)

Overview:

In this unit, students will engage with a variety of poems as they cultivate and expand their understanding and appreciation of poetry. They will read poetry for the sheer joy of it, to learn the language of heart and soul. They will write poems, learning to find inspiration sparked by nature, memories from their personal lives, and from what is happening in the world around us. They will study and explore ways to use word play, tone, and rhythm. Poetry will teach them about the power of language to transform our experiences.

I learned whatever I know about language and craft from writing poems. – Grace Paley

Over-Arching Essential Question for Unit 6:
What can we learn from poetry?

In this unit students will:

- Develop and grow an understanding and appreciation for poetry
- Read closely and think deeply to consider how a poet uses craft and structure techniques to convey meaning in a poem
- Use the world and life experience to influence poetry ideas
- Purposefully craft and structure their own poems
- Recite others' and their own poems

Optional:

- Illustrate their poem(s) to add visual support
- Create and perform Spoken Word

Culminating Task: Students will compose at least one poem to share.

Standards

Reading Standards for Literature:

Key Ideas and Details

- 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.

Craft and Structure

- 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.

Integration of Knowledge and Ideas

- 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.

Range of Reading and Level of Text Complexity

6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Foundational Skills & Additional Language Standards: *This document does not address systematic instruction of foundational skills.*

Writing Standards:

Production and Distribution of Writing

6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

Range of Writing

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:

Comprehension and Collaboration

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.

Presentation of Knowledge and Ideas

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:

Knowledge of Language

- 6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - b. Maintain consistency in style and tone.

Vocabulary Acquisition and Use

- 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.
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., personification) in context.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

ELD Standards:

Part I: Interacting in Meaningful Ways

A. Collaborative

1. Exchanging information and ideas - 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, providing useful feedback.

B. Interpretative

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

6. Reading/viewing closely-

- a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.
- b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic words (e.g., *indicates that, influences*).
- c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

7. Evaluating language choices – Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.

8. Analyzing language choices – Explain how phrasing, different words with similar meaning (e.g., *stingy, economical, frugal, thrifty*), or figurative language (e.g., *The room was depressed and gloomy, The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry*) produce shades of meaning, nuances, and different effects on the audience.

C. Productive

9. Presenting – Plan and deliver longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as growing understanding of register.

12. Selecting language resources –

a. Use an expanded set of general academic words (e.g., *affect, evidence, demonstrate, reluctantly*), domain-specific words (e.g., *scene, setting, plot, point of view, fraction, cell membrane, democracy*), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.

Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure – Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.

College and Career Ready 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

Social-Emotional Learning

SEL Competencies:

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

Unit 6: Poetry – Reading and Writing Poetry

Reading and Language

RL.1, 2, 4, 5, 7, 10; SL.1, 5, 6; L.4, 5; ELD.PI.5, 6, 7, 8; ELD.PII.1

Essential Questions	Suggested Assessments
<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 I read them as a result? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Reading Response Journals), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to genre features.	Teacher read-alouds multiple examples of the genre. Students independently read multiple examples of the genre.
<p>On-going vocabulary instruction: Use a growing number of words and phrases and flexibly choose from: using context clues, using common Greek and Latin affixes and roots as clues, consulting printed/digital resources in order to grow vocabulary knowledge and use.</p>	Readers/poets collect favorite new words and definitions in their writer’s notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.
1. Live in the world of reading, rereading, and viewing poetry/spoken word in order to enjoy and connect to many, many poems before they try to write their own.	<p>1. Read and reread selected poems out loud:</p> <ul style="list-style-type: none"> • Noticing connections and elicited feelings • Admiring word choice • Noticing different ways poems are written (create a noticing chart) • Begin to collect favorite poems for the classroom poetry wall and in student folders to be used as mentor texts • Encourage students to find, bring, and share poems • View video clips of spoken word artists
<p><i>Resources: “What I’d like to stress above everything else is the joy of the sounds of language. I have only one rule for reading it: please read a poem out loud.” – Eve Merriam</i></p>	

2. Consider how poems invite the reader to see the world in a different way in order to begin to consider a poet’s intentions.	2. Work with a partner to notice how poets use language choices to invite the reader to see the world through the poet’s eyes, heart, and mind.
<i>Resources:</i> Billy Collins’ <i>Introduction to Poetry</i>	
3. Understand that poems have powerful language to convey emotions. (Integrated ELD)	3. Students read and reread mentor poems, annotating the powerful language, reflecting, and responding in their reading response journal.
<i>Resources:</i> ELD.PI.7	
4. Understand figurative language (e.g., personification) and nuances in word meanings as poetic devices to deliver meaning. (Integrated ELD)	4. Co-create a Noticing Chart to list identified figurative language; record examples and the resulting effect.
<i>Resources:</i> ELD.PI.8	
5. Consider the poet’s specific word choice to determine the connotative meaning. (Integrated ELD)	5. Co-create a Noticing Chart to list identified word choices and their meanings; record examples and the resulting effect.
<i>Resources:</i> ELD.PI.6c	
6. Understand that poets use specific craft (e.g., verse, rhythm, and meter) and structure (e.g., stanzas, line breaks, white space) for effect.	6. Co-create a 3 column chart to anchor learning listing: 1) various types of poetry writer’s craft 2) the purpose of the craft 3) examples of the craft.
<i>Resources:</i>	
7. Compare and contrast what they “see” and “hear” when reading a poem to what they perceive when they listen a poem or watch a spoken word presentation to consider the difference in impact.	7. Read poems from print, then listen to or watch poets/spoken word artists read their own poems/spoken word online. Note the differences and discuss how poets/artists use phrasing, cadence, and prosody for effect and for meaning.
<i>Resources:</i> http://www.poetryfoundation.org/poetrymagazine/poem/17315 https://www.youtube.com/watch?v=JBpxJb2408A	
8. Orally read poems with a strong voice to convey the author’s message.	8. Practice reading phrasing, cadence, and prosody. Recite poems for an audience.
<i>Resources:</i>	
9. Reflect on their learning to see how they have grown in their understanding and appreciation of poetry.	9. Answer the essential questions in their reading response journals.
<i>Resources:</i>	

Additional Resources for Teaching and Learning, Reading and Language	Differentiation (e.g. Special Education, EL, GATE)
<p><i>Poetry Lessons to Meet the CCSS</i> by Georgia Heard (2013)</p> <p><i>Awakening the Heart: Exploring Poetry in Elementary and Middle School</i> by Georgia Heard (1999)</p>	<p><u>UDL Differentiation Strategies and Resources</u></p> <p><u>GATE Differentiation Strategies and Resources</u></p>

Unit 6: Poetry – Reading and Writing Poetry

Writing and Language

RL.4,5,7; W.4,5,6,10; SL.1; L.4,5a,c; ELD.PI.1, 6b, 9, 12a; ELD.PII.1

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> • Why do we write poetry? • How do poets use language features in their poems? Why? • How do poets structure and craft their poems? Why? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>1. Explore poems to understand where poets get their inspiration.</p>	<p>1. Browse through poetry, familiar or new, jotting down where the authors might have gotten their ideas:</p> <ul style="list-style-type: none"> • Observing nature, objects, the world around us • Special people • Important moments • Wonderings, worries, hopes and dreams
<i>Resources:</i>	
<p>2. Choose meaningful topics in order to write with intent, purpose, and focus.</p>	<p>2. Use the (infinite) “doors of poetry” metaphor for choosing a topic for example:</p> <ul style="list-style-type: none"> • The Heart Door • The Observation Door • The Concerns About the World Door • The Wonder Door • The Memory Door
<i>Resources:</i> Georgia Heard’s <i>Awakening the Heart</i> , chapter 3, Doors of Poetry charts at www.scusd.edu/ela/Doors of Poetry explained with sample poems	
<p>3. Poets write a first draft(s) because a first draft gives the poet something to work with/revise.</p>	<p>3. Reach for poetic language and form, but know revision will follow.</p>
<i>Resources:</i>	

4. Revise for precision in word choice (i.e., figurative language, connotative meaning, impact of a specific word choice) for effect and meaning. (Integrated ELD)	4. Work with partners or individually to refer to word banks and the Noticing Charts from reading outcomes.
<i>Resources: ELD.PI.12a, "Sometimes I've spent weeks looking for precisely the right word" – Eve Merriam</i>	
5. Revise for specific craft for effect and meaning	5. Work with partners or individually to read and reread poem(s) under revision, checking for sound, imagery, and rhythm. Refer to chart from reading outcome 6 and revise for: <ul style="list-style-type: none"> • Repeating words or lines for rhythm • Onomatopoeia for sound and image • Alliteration for rhythm
<i>Resources:</i>	
6. Revise their poems using various structure techniques such as meter, verse, stanzas, white space, line breaks, and punctuation in their poetry to convey meaning.	6. Work with partners or individually to study mentor poems for ideas to apply to their own poems. Read and reread the poem under revision out loud to identify needed and possible structural elements.
<i>Resources:</i>	
7. Make final edits to prepare for publishing.	7. Work with partners or individually to check spelling and readability.
<i>Resources:</i>	
8. Publish their poems to create a clean, finished piece to keep for themselves and/or share with others.	8. Type or hand print, with or without an illustration, post individual poems, and/or make a student and/or class anthology.
<i>Resources: places to submit/publish: Scholastic Stone Soup A list of more places to be published</i>	
9. Present poems by reading out loud to celebrate and share their work.	9. Choose their favorite poem/spoken word or two to read/present out loud to a group, using rate, expression, and gestures appropriate to the selection.
<i>Resources: "What I'd like to stress above everything else is the joy of the sounds of language. I have only one rule for reading it: please read a poem out loud." – Eve Merriam</i>	
10. Reflect on their poetry journey to evaluate and extend their learning.	10. Compose a Dear Reader letter to reflect on what was learned about poetry, referring back to essential questions.
<i>Resources:</i>	
Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
<i>Poetry Lessons to Meet the CCSS</i> by Georgia Heard (2013)	UDL Differentiation Strategies and Resources
<i>Awakening the Heart: Exploring Poetry in Elementary and Middle School</i> by Georgia Heard (1999)	GATE Differentiation Strategies and Resources

Unit 6: Poetry – Reading and Writing Poetry

Language

Essential Questions	Suggested Assessments
tbd	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Reading Response Journals</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics, student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to...	Strategies for Teaching and Learning One way to do this work is to...
tbd	
Additional Resources for Teaching and Learning, Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	<p><u>UDL Differentiation Strategies and Resources</u></p> <p><u>GATE Differentiation Strategies and Resources</u></p>

Unit 7
Reflecting on Growth and Setting Goals as Readers, Writers, and Collaborative Learners
(Approximately 2 weeks)

Overview:

In this unit, students will explore their growth as readers, writers, and collaborative learners. This unit provides students the opportunity to continue to strengthen a growth mindset including the habits of mind that foster continuous growth based on reflective practice, self-assessment, and goal-setting. Students are empowered to gather information and come to their own conclusions about their growth. By reflecting on their progress, students will develop goals that are specific to their identified next steps and celebrate the growth they have made.

Over-Arching Essential Question for Unit 7: What does it look like/feel like to reflect on a year of learning and set goals?

In this unit students will:

- Reflect on what they have learned this year and how they have grown as a reader, writer, and collaborative group member.
- Reflect on their identities as a reader, writer, and a collaborative group member.
- Reflect on skills and strategies used to internalize and strengthen good habits as a reader, writer, and collaborative group member.
- Reflect on the use of Social-Emotional Learning (SEL) competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Culminating Task: Students will write a personal reflective piece. Students will present their journey of learning.

Standards

Foundational Skills & Additional Language Standards: *This document does not address systematic instruction of foundational skills.*

Writing Standards:

Production and Distribution of Writing

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.

Research to Build and Present Knowledge

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.

Range of Writing

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:

Comprehension and Collaboration

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.

Presentation of Knowledge and Ideas

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. **CA**

Language:

Vocabulary Acquisition and Use

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.

ELD Standards:

Part I: Interacting in Meaningful Ways

A. Collaborative

1. Exchanging information and ideas - 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, providing useful feedback.

B. Interpretative

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

7. Evaluating language choices – Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.

C. Productive

9. Presenting – Plan and deliver longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as growing understanding of register.

10. Writing –

a. Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rainforest) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.

b. Write clear and coherent summaries of text and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

11. Justifying/arguing –

a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge, with light support.

b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/certainly/definitely, should/would, might*) and phrasing (e.g., *In my opinion...*).

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

Social-Emotional Learning

SEL Competencies:

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

Unit 7: Reflecting on Growth and Setting Goals as Readers, Writers, and Collaborative Learners

Reading and Language

SL.1a-d, 4; L.6; ELD.PI 1, 5, 7, 9, 10, 11

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> • How have we grown as readers? • How have we developed and strengthened our skills in order to work independently and collaboratively? • How do we use reflective practices to set goals for future learning? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Reading Response Journals</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to the genre’s language features.</p>	<p>Teacher read alouds, and student independent reading of multiple examples of the genre.</p>
<p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> • Activating prior knowledge or predicting • Questioning • Visualizing • Monitoring, clarifying, or fix-up strategies • Drawing inferences • Retelling 	<p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.</p>
<p>On-going vocabulary instruction:</p> <p>Use a growing number of words and phrases and identify new meanings for familiar words and use the most frequently occurring inflections and affixes for clues in order to grow vocabulary knowledge and use.</p>	<p>Readers collect favorite new words and definitions on a co-created word bank chart to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.</p>

<p>1. Collaboratively reflect on class reading activities and genres studied to remember their reading journey to begin to understand how they have grown and changed as a reader.</p>	<p>1. Share evidence of growth and change by:</p> <ul style="list-style-type: none"> • Referring back to Noticing Charts and Dear Reader Letters from each genre study. • Referring back to Essential Questions responses in their reflection pieces from the end of each prior unit. • Reviewing Reading Response Journal entries with a focus on skills used to understand a text and make meaning.
<p><i>Resources:</i> Previous units' Essential Questions for reading, Noticing Charts for all genres studied, Dear Reader Letters for all genres studied, and student Reading Response Journals.</p>	
<p>2. Reflect on personal successes and struggles to begin to prepare to establish personal reading goals.</p>	<p>2. Share evidence of growth and change by:</p> <ul style="list-style-type: none"> • Identifying a time during the year when they felt strong as a readers and when they struggled as a reader. • Reviewing teacher-student conferring notes that outline skills and strategies practiced and skills and strategies mastered. • Co-creating a class list of skills and strategies used through the year and discuss which were the most effective and why. • Identifying successes and struggles while working collaboratively with a partner or partners.
<p><i>Resources:</i></p>	
<p>3. Understand that readers think about their reading identity in order to make reading plans for the future (e.g., summer, into next year).</p>	<p>3. Share evidence of growth and change by:</p> <ul style="list-style-type: none"> • Retaking the reading interest survey from the launch and comparing to the responses to the beginning of the year. • Asking and answering reflective questions with a partner recording answers for use as evidence for written reflection. • Identifying favorite reading experiences with specific details to support their thinking. • Looking over reading logs to identify the types of books they chose to read with details to support their thinking.
<p><i>Resources:</i> http://www.scholastic.com/teachers/top-teaching/2012/09/three-easy-ways-help-students-build-reading-identity Reading Interest Survey from the beginning of the year</p>	
<p>4. Identify skills they now have for independent and collaborative learning as readers compared to the start of the school year in order to reflect on growth.</p>	<p>4. Co-create a “We used to, now we...” chart referring back to the bar graph for independent reading time and reflect on the growth over time that happened in collaborative book discussions, whole class and small group.</p>
<p><i>Resources:</i> Reading stamina bar graphs/charts from earlier in the year.</p>	

5. Understand that readers commit to realistic reading goals to continue their reading life.	5. Discuss with a partner what they feel the most proud of in reading this year and what they will continue to work on. Create a goal that includes a timeframe of completion and steps to meet goal.
<i>Resources:</i>	
6. Understand that readers use information gathered about their reading identity to create a presentation to celebrate their learning.	6. Create a visual representation (video, collage, etc.) of what they have learned and how they have grown as a reader.
<i>Resources:</i>	
Additional Resources for Teaching and Learning, Reading and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 7: Reflecting on Growth and Setting Goals as Readers, Writers, and Collaborative Learners

Writing and Language

W.4, 5, 6, 7, 8, 10; SL.1a-d, 4; L.6; ELD.PI 1, 5, 7, 9, 10, 11

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> • How have we grown as writers? • How have we developed and strengthened our skills in order to work independently and collaboratively? • How do we use reflective practices to set goals for future learning? 	<p>Minute by Minute: observation, questions – teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions – teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Writer’s Notebooks</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>1. Collaboratively reflect on class writing activities and genres studied to remember their writing journey to begin to understand how they have grown and changed as a writer.</p>	<p>1. Share evidence of growth and change by:</p> <ul style="list-style-type: none"> • Referring back to Noticing Charts and Dear Reader Letters from each genre studied. • Rereading old pieces and focusing on what they can do now do as writers compared to the beginning of the year. • Reviewing teacher-conferring notes and examining how language choices and organization impact meaning for the reader.
<i>Resources:</i>	
<p>2. Reflect on personal successes and struggles to begin to prepare to establish personal writing goals.</p>	<p>2. Share evidence of growth and change by:</p> <ul style="list-style-type: none"> • Identifying a time during the year when they felt strong as a writer and when they struggled as a writer. • Reviewing teacher-conferring notes that outline skills and strategies practiced and skills and strategies mastered. • Co-creating a class list of skills and strategies learned through the writing process and discuss which were the most effective and why.

	<ul style="list-style-type: none"> Identifying successes and struggles while working collaboratively with a partner or partners.
<i>Resources:</i>	
3. Understand that writers think about their writing in order to make writing plans for the future (e.g., summer, into next year).	3. Share evidence of growth and change by: <ul style="list-style-type: none"> Retaking the writing interest survey from the launch and comparing the responses to the beginning of the year. Asking and answering reflective questions with a partner recording answers for use as evidence for written reflection. Identifying favorite reading experience with specific details to support their thinking. Looking over Writing Portfolios and/or Writer’s Notebooks to identify the types of writing written well with details to support their thinking. Discussing their favorite published piece with details to support their thinking.
<i>Resources:</i> Writing Interest Survey	
4. Identify skills they now have for independent and collaborative learning as writers compared to the start of the school year in order to reflect on growth.	4. Co-create a “We used to, now we…” chart reflecting on growth during independent writing time and during collaborative writing time.
<i>Resources:</i> Classroom charts and students’ writing from the course of the year showing expectations/goals for independent and collaborative learning.	
5. Understand that writers commit to realistic writing goals to continue their writing lives.	5. Discuss with a partner what they feel the most proud of in writing this year and what they will continue to work on. Create a goal that includes a timeframe for completion and steps to meet goal.
<i>Resources:</i>	
6. Understand that writers use information gathered about their writing identity to create a reflective piece to celebrate their learning.	6. Create a reflective piece that incorporates what they have learned and how they have grown as a writer. Share the reflective piece with an audience.
<i>Resources:</i>	
Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 7: Reflecting on Growth and Setting Goals as Readers, Writers, and Collaborative Learners

Language

Essential Questions	Suggested Assessments
tbd	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Reading Response Journals</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics, student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to...	Strategies for Teaching and Learning One way to do this work is to...
tbd	
Additional Resources for Teaching and Learning, Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	<p><u>UDL Differentiation Strategies and Resources</u></p> <p><u>GATE Differentiation Strategies and Resources</u></p>



Universal Design for Learning – UDL

Resources:

- *The Differentiated Classroom: Responding to the Needs of All Learners* by Tomlinson, Carol Ann
- *Teaching Kids with Learning Difficulties in Today's Classroom* by Winebrenner, Susan
- www.cast.org (Universal Design for Learning, video links and articles)
- www.udlcenter.org (Universal Design for Learning, video links and articles)
- <http://erniemendes.com/> (Dr. Ernie Mendes author of *Engage 4 Learning* and *Empty the Cup* -Engagement enhancements for the classroom)
- www.pbisworld.com (Tier 1-3 behavior interventions, with links to more behavior resources)
- www.ADDitudemag.com (tips and strategies for educators and parents of children with ADD/ADHD)
- http://www.davidsongifted.org/db/Articles/id_10782.aspx (article about **processing speed of learners**)
- <http://www.ricklavoie.com/gateindex.html> (Information and inspiration for parents and teachers of children with learning disabilities. See F.A.T. City video for eye opening perspective on learning disabilities.)
- <http://www.autism-society.org/> (Information and resources regarding autism)
- <http://ldaamerica.org/types-of-learning-disabilities/> (information and resources regarding learning disabilities)

Differentiation Strategies:

- Know and understand content of IEP or 504
- Pair verbal with visual with academic instruction and directions/expectations
- Provide independent reading material at their independent reading level
- Strategic heterogeneous and homogeneous groupings, flexible grouping by ability and/or interest
- Near point or individual copies of anchor charts and whole class visuals
- Visuals to support vocab comprehension
- Graphic organizers and story maps
- Sentence frames and templates for academic conversations/discourse
- Scaffold writing per student ability (eg: sentence frames, sentence starters, dictation)
- Examples of completed work
- Model and demonstrate expected skills
- Alternate output and input options (eg: audio or video of text, technology)
- Use “Grey Matter” (unit pages preceding the lessons) material suggestions in Pam Allyn
- Strategically introduce core words and phrases as they occur in the Pam Allyn materials, not all at once