



English/Language Arts Department

Grade 6 - English Language Arts

Developed by: Danielle Roselli, Stephanie Maness, Darleen Covello, Samantha Volz

Effective Date: September 2026

Scope and Sequence

Month	Reading Workshop	Writing Workshop
Early to late Sept.	Unit 1a: Launching Reading Workshop (Micro Unit)	Unit 1b: Launching Writing Workshop (Micro Unit)
Late Sept.-Mid Nov.	Unit 2a: Fiction: Character Complexity	
Mid Nov.-Late Dec.		Unit 2b: Literary Essay
Early Jan.-Mid Feb.	Unit 3a: Nonfiction: Learning About Change-makers	
Mid Feb.-Late Mar.		Unit 3b: Research-Based Information Writing (Book 3)
Early April- Early May	Unit 4a: Fiction: Interpreting Short Stories - Book Clubs	
Mid May- Mid-June		Unit 4b: Narrative Short Stories (If...Then Curriculum)

Unit 1a	
Launching Reading Workshop (Micro Unit)	
Summary and Rationale	
The purpose of this unit is to ensure that all students understand the expectations and procedures of reading workshop and provide them with some introductory lessons as groundwork for the reading work that will come later in the year.	
Recommended Pacing	
1 week (September)	
Standards	
Reading: Literature	
RL.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
Writing	
W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening	
SL.PE.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and 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.

Language	
L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone.
Social Justice	
ID.6-8.1	I know and like who I am and can comfortably talk about my family and myself and describe our various group identities.
ID.6-8.3	I know that overlapping identities combine to make me who I am and that none of my group identities on their own fully defines me or any other person
DI.6-8.8	I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.TL.5	Collaborate digitally to produce an artifact.
Instructional Focus	
Enduring Understandings:	Essential Questions:
- Readers develop agency (independence) over their reading by choosing just-right books, setting goals for their reading, and reading with independence and commitment. - Readers read between the lines by thinking deeply about what a text means and looking for patterns in texts. - Readers use writing as a tool to deepen their thinking about texts by making purposeful choices about when to write briefly and when to write at length.	- How do readers develop agency (independence) over their reading? - Why and how do readers read between the lines? - How do readers make purposeful choices about how to write in response to their books?

Evidence of Learning (Assessments)	
Baseline Common Assessment A Reading Learning Progression- Narrative Reading ○ Grades 2-6 Reading Learning Progression- Information Reading ○ Grades 2-6	
Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)
Readers develop agency (independence) over their reading.	● Session III: “Choosing Books Wisely.” ○ “Today, I want to teach you that we need to work hard to make smart choices about what we read to build an extraordinary reading life. One way we work at making smart choices is to research the books we plan to read so that we choose wisely.” ○ As a part of choosing books wisely, teachers should encourage students to select books of interest to them. This can be a book that reflects a part of their own identity. Reading is an opportunity to also learn about others who are different. Books can be mirrors, windows, and sliding glass doors. (Social Justice Standards: ID.6-8.1, ID.6-8.3, & DI.6-8.8) ● Session V: “Making Purposeful Choices about Our Methods for Retelling.” ○ “Readers, today I want to teach you that telling someone else or ourselves what has happened so far in our story is a crucial way to make sense of and hold on to that story. It may be some of the most important reading work we do, because we have to think back over the parts of the story, decide what’s important so far, and then make decisions about what to share. One way we can work harder at this important work is to make conscious decisions about how to retell a story—it’s part of having agency as a reader, matching our method for retelling to the reading work we want to do.” ○ Readers craft summaries, including the central idea and particular details, that are distinct from personal opinion or judgments.

Readers read between the lines.	● Session X: “Working Harder When the Book Gets Hard.” ○ “Today I want to teach you that when a book gets hard, readers work even harder. One way we do this is to use the repertoire of crucial strategies we already know that help us work through difficulty.” ○ Strategies can include annotating, stop & jot, writing about your reading, etc.
Readers understand how to make purposeful decisions when writing in response to books.	● Session XI: “Writing Short and Writing Long in Response to Books.” ○ “Readers, today I want to teach you that readers develop a variety of ways to use writing to respond to their books. Sometimes we write short and sometimes long. We make purposeful decisions about what to write and how much to write.”

Suggested Resources/Technology Tools

Launching Unit Overview from Lucy Calkins, Grade 6

Suggested Read Alouds-Picture Books / Short Stories

“Dreamers” by Yuyi Morales

“Planting Stories: The Life of Librarian and Storyteller Pura Belpré” by Anika Denise

“The Name Jar” by Yangsook Choi

“The Oldest Student How Mary Walker Learned to Read” by Rita Lorraine Hubbard

Suggested Novels for Read Alouds

Eleven by Tom Rogers

“Front Desk” by Kelly Yang

“Wishtree” by Katherine Applegate

“Clean Getaway” by Nic Stone

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own

pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 1b

Launching Writing Workshop (Micro Unit)

Summary and Rationale

The unit's purpose is to ensure that all students understand the expectations and procedures of the writing workshop and provide them with some introductory lessons as groundwork for the writing work that will come later in the year and the subsequent unit. During this unit, students should have opportunities to generate ideas for writing, create various entries, and reflect and revise using specific feedback. Students will experience the entire workshop process. By the end of this unit, students will produce one personal narrative story.

Recommended Pacing

1 week (September)

Standards

Writing

W.NW.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- 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.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from

	one time frame or setting to another. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. E. Provide a conclusion that follows from the narrated experiences or events.
W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening	
SL.AS.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Language	
L.SS.6.1.	Demonstrate command of the system and structure of the English language when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions.
L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone.
Social Justice	
ID.6-8.1	I know and like who I am and can comfortably talk about my family and myself and describe our various group identities.
ID.6-8.3	I know that overlapping identities combine to make me who I am and that none of my group identities on their own fully defines me or any other person

DI.6-8.8	I am curious and want to know more about other people’s histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.TL.5	Collaborate digitally to produce an artifact.
Instructional Focus	
Enduring Understandings:	Essential Questions:
- Writers generate meaningful ideas for personal narratives by gathering moments that matter in their lives. - Writers closely explore mentor texts. - Writers produce a short personal narrative writing piece. - Writers deepen their writing by revising and editing with purpose.	- How do writers generate meaningful ideas for personal narrative writing? - How do writers use mentor texts for inspiration? - How do writers produce writing using a variety of tools(outline, checklist, samples, rubric) to become more effective and intentional writers? - How do writers deepen their writing by revising and editing with purpose?
Evidence of Learning (Assessments)	
Rubrics/Checklists: <i>Narrative Writing</i>	
Learning Progression, Grades 3-9	
Narrative Writing Rubrics	
Grade 6	
Narrative Writing Checklists	
Grade 5 and Grade 6	
Grade 6	
Grade 6 and Grade 7	
Student Writing Samples	
Grade 5	
Grade 6	
Grade 7	

Writing Developed Through the Progression

Grade 5

Grade 6

Grade 7

Additional Materials

On-Demand Student Scores Recording Sheet

Chart: Unpack Your Evidence

Writing Process Learning Progression, 5-8

Sample On-Demand Performance Assessment, Grade 7

Objectives (SLO)

Students will know: (Goals)

Students will be able to: (Teaching Points)

Bend I - Studying Mentor Texts and Brainstorming Ideas:

Writers generate meaningful ideas for personal narrative writing.

- Writers begin to see that a Writer's Notebook is an essential tool in a writer's life.
 - Writers personalize the notebooks to make them their own.
 - Students can reflect on their identities in the personalization of their notebooks. (Social Justice Standard ID.6-8.1)
 - Writers consider how to set up and organize the notebook.
 - They may want to write on one page and revise on another.
 - Writers consider how they share their writing notebook ideas with others.
- Writers study stories that matter by reading mentor texts.
 - What is the impact that the story had on the reader?
 - Why is this a story that matters?
 - How did the author take you into the moment? (structure, word choice, narration, etc...)
 - Which details stood out, and why do you think the author included them?
 - What does this story possibly suggest about the identity of the author?
- Writers generate ideas for stories that matter by thinking about ... (This should also be explored as a whole class during shared writing.)
 - people that matter and the moments with them
 - things that matter and the moments with them
 - places that matter and the moments at them (sketch)
 - moments of strong emotion (A moment where a feeling/emotion triggers a memory or story.)
 - Have students look at a list or generate a list of emotions
 - Circle emotions you feel often
 - Pick an emotion or two
 - Think of moments from your life that make you feel that way
 - Generating ideas for stories can connect to identity and the sharing of identity with others. (Social Justice Standards ID.6-8.1, ID.6-8.3, & DI.6-8.8)

Bend II - Drafting By the end of Bend II, students should have a completed personal narrative draft (not yet revised/edited).	Writers write effective narratives by reimagining the episode as they put it on paper, so that readers will be able to experience it too (drafting).
Bend III - Revising and Editing By the end of Bend III, students should have completed the writing process. They should have a final personal narrative piece.	- Writers revise/edit using the narrative checklist to strengthen the effectiveness of their writing. - Possible anchor chart: Click here - Evaluate for structure, development, organization, craft, and conventions, to Peer/Self-edit accordingly.
Grammar Focus Overview: - Command of punctuation - Compound sentences - Coordinate adjectives - Prepositional phrases These grammar topics are meant to be integrated into the writing unit. They intentionally coincide with the genre of the unit but can be utilized based on student need. Additional language standards can be taught based on individual need, as well.	Command of punctuation - Writers demonstrate command of punctuation when writing. (<i>Patterns of Power</i>, Lesson 10.12, p. 328) Compound sentences - Writers use compound sentences to show relationships among ideas. (using a comma and a but) (<i>Patterns of Power</i>, Lesson 5.1, p.130) - Writers use compound sentences to show relationships among ideas. (using a comma and an and) (<i>Patterns of Power</i>, Lesson 5.2, p. 136) - Writers choose compound sentences to signify relationships among ideas. (<i>Patterns of Power</i>, Lesson 5.3, p. 140) Coordinate adjectives - Writers use a comma to separate coordinate adjectives. They use commas to separate items in a series. (<i>Patterns of Power</i>, Lesson 13.2, p. 387) - Writers use a comma to separate coordinate adjectives. (<i>Patterns of Power</i>, Lesson 13.3, p. 392) Prepositional phrases - Writers use prepositional phrases. (<i>Patterns of Power</i>, Lesson 7.5, p.209)
Suggested Resources/Technology Tools	
Launching Writing Lesson Ideas Up the Ladder, Narrative Unit (3-6) “Marshfield Dreams: When I was a Kid” by Ralph Fletcher - Excerpts: Bobby & Jonathan Miller - Possible claims used to develop personal essays and connect these two narratives... - Someone can have a profound impact on your life, even in a short amount of time. “Looking Back: A Book of Memories” by Lois Lowry “Knucklehead” by Jon Scieszka	

“Chicken Soup for the Kid’s Soul: Stories of Courage, Hope and Laughter for Kids ages 8-12”
“Bookmarked: Teen Essays on Life and Literature from Tolkien to Twilight”
“Fish Cheeks” by Amy Tan
“Island Born” by Junot Diaz

Writing Workshop in the Secondary Classroom

Small Group Staircase for Transitional Words and Phrases

Planning Sheet for Small Group Lessons

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 2a	
Fiction: Character Complexity	
Summary and Rationale	
In this unit, an important message to convey is that good readers pay attention to the details that an author includes to uncover a deep understanding of characters in stories. Character development is often intertwined with plot development, so readers will pay close attention to multiple literary elements that impact characters. To support this work, readers can further their thinking by comparing characters within and across books by using notebook entries and having conversations with their peers.	
Recommended Pacing	
7-8 weeks (September-November)	
Standards	
Reading Domain	
RL.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RL.CI.6.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.6.3.	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
RL.TS.6.4.	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
RL.PP.6.5.	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
RL.CT.6.8.	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
Writing	

W.AW.6.1.	Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented.
W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening	
SL.PE.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.AS.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Language	

L.SS.6.1.	Demonstrate command of the system and structure of the English language when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions.
L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone.
L.VL.6.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Analyze the impact of a specific word choice on meaning and tone. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
Social Justice	
ID.6-8.5	I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings.
DI.6-8.7	I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups
DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.TL.5	Collaborate digitally to produce an artifact.
Instructional Focus	
Enduring Understandings:	Essential Questions:
• Readers think deeply about characters by noticing and tracking explicit and implicit details. • Readers refine their thinking about characters by taking new information and revisiting previous thoughts. • Readers compare characters within and across literature by analyzing their similarities and differences.	• How do readers think deeply about characters in a text by noticing and tracking explicit and implicit details? • How do readers think over time and refine their thinking about characters? • How do readers compare characters within and across short stories/books? • How do readers use reading notebook entries to understand characters?

Readers use notebook entries to understand characters by using various types of entries to track and record their thinking.	
Evidence of Learning (Assessments)	
Other Assessments: - Reading Learning Progression- Narrative Reading - Grades 2-6 - Formative assessments - One-on-one conferences - Reading notebook entries	
Objectives (SLO)	
Word Study/Vocabulary Focus *Taken from The Continuum of Literacy Learning Fountas & Pinnell - Develop interest in vocabulary by recognizing and appreciating aspects of words and by “collecting” and discussing interesting words and using them in conversation - Recognize and use synonyms (words that have almost the same meaning) - Ex: (synonyms) mistake/error, destroy/demolish - Recognize and use antonyms (words that have opposite meaning) and uncover semantic gradients (lists of related words that have similar meanings that increases by degree) - Ex: (antonyms) cold/hot, appear/vanish, abundant/scare, fantasy/reality - Ex: (semantic gradients) freezing, cold, cool, warm, hot, roasting, and sweltering - Use this link to support your understanding: http://www.reallygoodstuff.com/community/semantic-gradients-and-the-common-core-standards/ - Recognize and use homophones (words that have the same sound, different spellings, and different meanings) - Ex: blue/blew, higher/hire, patience/patients, principal/principle - Recognize and use homographs (words that have the same spelling, different meanings and origins, and may have different pronunciations) - Ex: content, duck, invalid, present, pupil, temple The grade level expectations above should be integrated into your planning. You may want to teach word study/vocabulary through mini-lessons to the whole class, small groups, and/or individuals during reading workshop time or provide exposure through shared reading or interactive read aloud experiences outside of reading workshop. Additionally, students should have the opportunity to practice using the words in writing during writing workshop time. In addition to the grade level expectations above, students may need additional word study support based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next. Please keep in mind, if students are recognizing words in texts and uncovering the impact/meaning, this is reading workshop work. If they are utilizing words or applying them to their writing, this is writing workshop work. Ensure to understand the distinct difference when planning and not confuse where specific elements belong.	
Students will know: (GOALS)	Students will be able to: (TEACHING POINTS)
Readers think deeply about characters in a text by noticing and tracking explicit and implicit details.	Readers interpret characters’ feelings and also the feelings of people in our lives. (What Do I Teach Readers Tomorrow? Lesson 1 pg.157 and The

	Reading Strategies Book: 6.9 Text Clues/Background Knowledge Addition pg. 174) • Readers form opinions about characters by paying attention to dialogue, actions, narration, and thoughts in texts. (What Do I Teach Readers Tomorrow? Lesson 1 pg.157, The Reading Strategies Book: 6.15 Talk and Actions as Windows pg. 180 and The Reading Strategies Book: What's in the Character's Heart 6.23 pg. 188) • Readers think deeply about not only what a character does, says, and thinks, but what motivates them to do it. (The Reading Strategies Book: 6.13 Yes, But Why? pg. 178) • Readers use character trait lists to further analyze their characters. (The Reading Strategies Book: 6.19 More than One Side pg. 184) • Students will make meaningful inferences about characters and support their thinking with text evidence and reasoning (CER).
Readers think over time and refine their thinking about characters and what they learn (theme).	• Readers notice and track characters' behaviors and learn how actions and choices impact characters. (What Do I Teach Readers Tomorrow? Lesson 1 pg. 157) • Readers notice and track their thinking about characters over time using their "right-now thinking", "over-time thinking", and their "refined thinking". (What Do I Teach Readers Tomorrow? Lesson 3 pg. 164) *See additional resources for an anchor chart example • Readers track and record behaviors a character repeats again and again. (The Reading Strategies Book: 6.8 Look for a Pattern pg. 173) • Readers look for themes in texts by identifying and analyzing the problems characters face.
Readers compare characters within and across books.	• Readers compare characters from different short stories or books and think about how they are similar and different. (What Do I Teach Readers Tomorrow? Lesson 6 pg. 195) • Readers notice similarities and differences between the home cultures of various characters. They can accurately and respectfully describe ways that people are similar to and different from each other. (Social Justice Standards ID.6-8.5, DI.6-8.7, DI.6-8.9)

	○ At the end of this bend is an excellent time to introduce Social Justice Standards ID.6-8.5, DI.6-8.7, & DI.6-8.9. Students should notice the identity characteristics of a character while comparing them to another character.
Readers use reading notebook entries to understand characters.	● Readers consider various ways to create notebook entries and choose one to try. Ex: T-Charts, Collections, Timeline/Mountain Boxes and Bullets, Columns or Conversations (What Do I Teach Readers Tomorrow? Lesson 3 pg. 164)
Suggested Resources/Technology Tools	
What Do I Teach Readers Tomorrow? Fiction - by Gravity Goldberg & Renee Houser The Reading Strategies Book by Jennifer Serravallo A Deep Study of Character - Lucy Calkins What Do I Teach Readers Tomorrow? (Fiction) Pg.199 Showcase Typical Entries About Characters-Understanding Characters (Fiction) pg, 167 Suggested Mentor Texts: Novels: Eleven by Tom Rogers Schooled by Gordan Korman Front Desk by Kelly Yang Suggested Scope Short Stories / Plays: “The Legend of Sleepy Hollow,” by Editors of Scope Scholastic “Frankenstein,” by Spencer Kayden, based on Mary Shelley’s classic novel “A Christmas Carol,” by Editors of Scope Scholastic, based on the classic story by Charles Dickens “A Modern Christmas Carol,” by Jennifer Digna, a retelling of the classic story by Charles Dickens “Like Magic,” by Lauren Magaziner Suggested Short Stories: “Each Kindness” by Jaqueline Woodson “The Marble Champ” by Gary Soto “Thank You, Ma’am” by Langston Hughes “The Scholarship Jacket” by Martha Salinas “Raymond’s Run” by Toni Cade Bambara “The Other Side” by Jacqueline Woodson “Fireflies” by Julie Brinckloe “Mother and Daughter” by Gary Soto “Wilma Unlimited” by Kathleen Krull “Slower than the Rest” by Cynthia Rylant	

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 2b	
Literary Essay	
Summary and Rationale	
In this unit, the important message to convey is that essays have structure that is common, that there are claims, with support and evidence, and they can elaborate on their thinking. Writers will develop a foundation for claims by reading closely about characters and examining them deeply, considering their motivations and desires. Writers will develop a claim, plan for their literary essay, and support their thinking with relevant evidence, analysis, and insights.	
Recommended Pacing	
5-6 weeks (November-December)	
Standards	
Reading	
RL.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RL.CI.6.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.6.3.	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
RL.TS.6.4.	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
Writing	
W.AW.6.1.	Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented.
W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by

	planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening	
SL.PE.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.AS.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Language	
L.SS.6.1.	Demonstrate command of the system and structure of the English language when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions.

L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone.
L.VL.6.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.6.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Analyze the impact of a specific word choice on meaning and tone. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).
Social Justice	
DI.6-8.7	I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups.
Career Readiness, Life Literacies and Key Skills	
ID.6-8.5	I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings.

DI.6-8.7	I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups
DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.
Instructional Focus	
Enduring Understandings:	Essential Questions:
- Writers closely explore mentor texts. - Writers develop interpretations of texts by closely rereading, forming claims, and supporting them with strong evidence. - Writers produce a literary analysis writing piece. - Writers deepen their writing by revising and editing with purpose.	- How do writers use mentor texts to understand the structure, development, and craft of argumentative literary essays? - How do writers develop and support ideas about a text using close reading and evidence? - How do writers produce literary essays using a variety of tools(outline, checklist, samples, rubric) to become more effective and intentional writers? - How do writers deepen their writing by revising and editing with purpose?
Evidence of Learning (Assessments)	
Post-Assessment POST ON-DEMAND ASSESSMENT Argument Writing Learning Progression, Grades 3-9	
Argument Writing Rubrics	
Grade 6 Grade 7 Grade 8	
Argument Writing Checklists	
Grade 5 Grade 5 and Grade 6 Grade 6 Grade 6 and Grade 7 Grade 7	
Student Writing Samples	
Grade 5 Grade 6 Grade 7	
Writing Developed Through the Progression	

Grade 5
Grade 6
Grade 7
Grade 8

Objectives (SLO)

Grammar Focus

- Writers ensure that pronouns are in the proper case.
- Writers use intensive pronouns.
- Writers recognize and correct inappropriate shifts in pronoun number and person.
- Writers recognize and correct vague pronouns.
- Writers recognize variations in their own writing and others' writing.
- Writers use punctuation (commas, parentheses, dashes) to set off restrictive/parenthetical elements.

The grade-level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based on their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Students will know: (Goals)

Students will be able to: (Teaching Points)

Bend I - Studying Mentor Texts and Brainstorming Ideas: Goal: As writers of literary essays, we craft strong essays by generating ideas about literature, closely rereading texts, paying attention to important character details, considering the author’s intention, and developing claims supported with evidence. <i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i> ● Ratchet up the level of student work. (Session 1) ● Generate meaningful ideas, right from the start. (Session 2) ● Help students write with engagement and precision. (Session 3) ● Strengthen claims and support them with compelling evidence. (Session 4) ● Use small groups to support students as they draft. (Session 6) ● Troubleshoot common problems with the analysis of evidence. (Session 7)	● Writers study published literary essays to learn techniques and structures to bring to the work of drafting their own essays. ○ Use a character from the read-aloud of choice ○ Have a shared pre-writing experience ■ Boxes and bullets ○ Use different colors to show the different components of the essay structure ■ Claim ■ Angled Evidence, Analysis, Insights to tie back to the claim ○ Post a copy of the shared writing on Google Classroom once completed, so students have it as a model throughout the unit ● Writers start with a clear sense of structure in which they’ll be writing, then shape the content to fit into that structure, changing the structure around if the content requires them to do so. ● Writers reread a text very closely, paying attention to important details about the characters and thinking about the author’s intention. ● Writers mull over their ideas about the character and then choose one they can craft into a claim that feels worth thinking and writing about, which may eventually drive an essay. ● Writers reread the text through the lens of the claim, searching for the most compelling evidence that can support it.
Bend II - Drafting By the end of Bend II, students should have a completed literary essay (not yet revised/edited).	● Writer's draft quickly, piecing together all the necessary parts and drawing on everything they know.
Bend III - Revising and Editing By the end of Bend III, students should have completed the writing process. They should have a final literary essay.	● Writers often revise their essays to make sure they explain why and how the evidence connects with, or supports, their claim. ● Writers revise/edit using the narrative checklist to strengthen the effectiveness of their writing. ○ Possible anchor chart: Click here ○ Evaluate for structure, development, organization, craft, and conventions, to Peer/Self-edit accordingly. ● Writers find different ways to share and celebrate their completed literary essays at a Publishing Party.

Grammar Focus: - Relationships among ideas - Punctuation to set off words, phrases, and clauses (including nonessential/parenthetical phrases and clauses)	Relationships among ideas - Writers choose sentences to signify relationships among ideas. (<i>Patterns of Power</i>, Lesson 6.3, p. 166) Punctuation to set off words, phrases, and clauses - Writers use commas to set off words, phrases, and clauses. (Use appositive or noun phrases). (<i>Patterns of Power</i>, Lesson 7.2, p. 197) - Writers use commas to set off nonessential/parenthetical phrases and clauses. (<i>Patterns of Power</i>, Lesson 7.3, p. 201) - Writers properly punctuate phrases and clauses. (<i>Patterns of Power</i>, Lesson 7.6, p. 214)
Suggested Resources/Technology Tools	
Correlations to the Common Core State Standards Writing Workshop in the Secondary Classroom Suggested Mentor Texts: Novels: Eleven by Tom Rogers Schooled by Gordan Korman Front Desk by Kelly Yang Suggested Scope Short Stories / Plays: “The Legend of Sleepy Hollow,” by Editors of Scope Scholastic “Frankenstein,” by Spencer Kayden based on Mary Shelley’s classic novel “A Christmas Carol,” by Editors of Scope Scholastic, based on classic story by Charles Dickens “A Modern Christmas Carol,” by Jennifer Digna, a retelling of classic story by Charles Dickens “Like Magic,” by Lauren Magaziner Suggested Short Stories: “Each Kindness” by Jaqueline Woodson “The Marble Champ” by Gary Soto “Thank You, Ma’am” by Langston Hughes “The Scholarship Jacket” by Martha Salinas “Raymond’s Run” by Toni Cade Bambara “The Other Side” by Jacqueline Woodson “Fireflies” by Julie Brinckloe “Mother and Daughter” by Gary Soto “Wilma Unlimited” by Kathleen Krull “Slower than the Rest” by Cynthia Rylant Session 1	
Chart: Boxes and Bullets for ice cream essay Chart: Boxes-and-Bullets Essay Structure	

Session 2

Chart: Boxes-and-Bullets Essay Structure

Chart: Thought Prompts that Help an Essayist Think and Write

Mentor text: "Raymond's Run."

Anchor chart: How to Write a Literary Essay About Character

FIG. 2-1 Isis writes off a quote in her notebook

FIG. 2-2 David's notebook entry

Session 3

Chart: Thought Prompts that Help an Essayist Think and Write

FIG. 3-1 Natori's writing

FIG. 3-2 Sarah's piece on "Popularity"

FIG. 3-3 Crystal's revised entry

Anchor chart: How to Write a Literary Essay About Character

Session 4

FIG. 4-1 Frankie pushes to find a claim that encompasses the whole text

FIG. 4-2 Frankie tries out a structure for his essay

FIG. 4-3 Annotated and illustrated essay on "The Three Little Pigs"

Anchor chart: How to Write a Literary Essay About Character

Session 5

FIG. 5-1 Kevin story-tells his evidence while using quotes

FIG. 5-2 Denise weighs the evidence for her essay

Chart: A character is...

Anchor chart: How to Write a Literary Essay About Character

Session 6

Chart: Things to Look for When Annotating a Mentor Text

Teacher writing exemplar: Literary Essay about Character

Student writing exemplar: Yuko's mentor

FIG. 6-1 Frankie's body paragraph after studying a mentor essay

Chart: Essay Outline

Argument Writing Checklist, Grades 5 and 6

Session 7

FIG. 7-1 Yeiry works to explain her evidence

Chart: Ways to Analyze Evidence

Session 8

Mentor text: "Raymond's Run."

Student writing exemplar: Yuko's mentor

Chart: Motivations, Problems, and Lessons

Anchor chart: How to Write a Theme-Based Literary Essay

FIG. 8-1 Shakira diagrams possible themes

FIG. 8-2 Shakira's boxes and bullets

FIG. 8-3 Jaz's essay structure

Session 9

Teacher writing exemplar: Theme-based essay
Argument Writing Checklist, Grades 5 and 6

Session 10

Chart: Revision Strategies
Chart: Alternative Ways to Conclude an Essay
Anchor chart: How to Write a Theme-Based Literary Essay
FIG. 10-1 Frankie's revised and original introductions

Session 11

Two Quotes from "Raymond's Run"
FIG. 11-1 Hilda's paragraph, before adding excerpts
FIG. 11-2 Hilda's paragraph, after adding excerpts

Session 12

Chart: Punctuating Quotations

Session 13

FIG 13-1 Julia's piece on Central Park and Grand Central Station
Anchor chart: Tips for Comparing and Contrasting

Session 14

Teacher writing exemplar: Comparative essay
Mentor text: "Raymond's Run"
Chart: Literary Language
Anchor chart: Tips for Comparing and Contrasting
Anchor chart: How to Write a Compare-and-Contrast Literary Essay
FIG. 14-1 Jamie's student work

Session 15

Chart: Revision Strategies
Anchor chart: How to Write a Literary Essay About Character
Anchor chart: How to Write a Theme-Based Literary Essay
Anchor chart: Tips for Comparing and Contrasting
Anchor chart: How to Write a Compare-and-Contrast Literary Essay
FIG. 15-1 Evmorfia revises her conclusion to bring out a tone of hope

Session 16

FIG. 17-1 Evmorfia's final essay
FIG. 17-2 Sahm's final essay
FIG. 17-3 Shakira's final essay
FIG. 17-4 Autumn's final essay
FIG. 17-5 Amerie's compare/contrast essay

FIG. 17-6 Julia's final essay

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 3a

Nonfiction: Learning About Changemakers

Summary and Rationale

In this unit, readers will explore various changemakers and activist topics, synthesizing information during and after reading. When they reflect, readers will combine their schema with important pieces of information gathered to recognize big-picture ideas. These “pieces” might be details taken from text structure, text features, or straight from larger parts of the text that a reader notices and connects to arrive at larger key ideas. Readers will utilize reading notebooks and conversations to deepen and track their thinking. This strategy should be taught in conjunction with Unit 3B, utilizing the research and reading they gather for their research-based informational writing piece.

Recommended Pacing

6-7 weeks (Early January- Mid February)

Standards

Reading: Informational Text

RI.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RI.IT.6.3.	Analyze how a particular text’s (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
RI.TS.6.4.	Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
RI.PP.6.5.	Identify the author's purpose, perspective, or potential bias in a text and explain the impact on the reader’s interpretation.
RI.MF.6.6.	Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

Writing

W.IW.6.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Acknowledge and attempt a formal/academic style, approach, and form. F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.SE.6.6.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening	
SL.PE.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.II.6.2.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively,

	orally) and explain how it contributes to a topic, text, or issue under study.
SL.AS.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Language	
L.SS.6.1.	Demonstrate command of the system and structure of the English language when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions.
L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone.
L.VL.6.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Social Justice	

DI.6-8.8	I am curious and want to know more about other people’s histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally
DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.
JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.
JU.6-8.13	I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.
Instructional Focus	
Enduring Understandings:	Essential Questions:
- Readers use their prior knowledge to recognize that nonfiction texts are organized in different structures, which shape meaning and support comprehension, using signal words as clues to identify. - Readers use text features to locate, interpret, and deepen understanding of information in nonfiction texts. - Readers understand that effective summaries include central ideas and key details, while remaining objective.	- How does understanding text structure and identifying signal words help readers make sense and meaning of nonfiction texts? - How do text features support readers in understanding nonfiction texts? - How do readers identify central ideas and key details to write an objective summary that is clear, accurate, and free from bias? - How do individuals overcome challenges to create change in society?

• Readers understand how the experiences of changemakers help them to respond to challenges and create a positive impact. • Readers synthesize by putting pieces of information together to understand the whole, applying this thinking as they read, and using it across texts to build bigger ideas about a topic.	• How do readers put pieces of information together to understand the whole and build bigger ideas across texts?
Evidence of Learning (Assessments)	
Unit Common Assessment Other Assessments: • Reading Learning Progression- Information Reading ◦ Grades 2-6 • Formative assessments • One-on-one conferences • Reading notebook entries	
Objectives (SLO)	
Word Study/Vocabulary Focus *Taken from The Continuum of Literacy Learning Fountas & Pinnell • Acquire and use grade appropriate academic and domain specific words. • Recognize and use words with multiple meanings ◦ Ex: cover, credit, degree, monitor, organ • Understand the concept of analogies to determine relationships among words ◦ Synonyms - alert: aware; elevate: raise ◦ Antonyms - feeble: strong; durable: flimsy ◦ Homophones - hoard: horde; cereal: serial ◦ object/use - catalog: advertise; goggles: protect ◦ part/whole - chapter: book; musician: orchestra ◦ cause/effect - comedy: laughter; drought: famine ◦ member/category - celery: vegetable; plumber: occupation ◦ denotation/connotation - inexpensive: cheap; thin/scrawny • Recognize and discuss the fact that palindromes are words that are spelled the same in either direction ◦ Ex: gag, kayak, noon The grade level expectations above should be integrated into your planning. You may want to teach word study/vocabulary through mini-lessons to the whole class, small groups, and/or individuals during reading workshop time or provide exposure through shared reading or interactive read-aloud experiences outside of the reading workshop. Additionally, students should have the opportunity to practice using the words in writing during writing workshop time. In addition to the grade level expectations above, students may need additional word study support based on their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.	

Please keep in mind that if students are recognizing words in texts and uncovering the impact/meaning, this is reading workshop work. If they are utilizing words or applying them to their writing, this is writing workshop work. Ensure to understand the distinct difference when planning and not confuse where specific elements belong.	
Students will know: (GOALS)	Students will be able to: (TEACHING POINTS)
Readers will examine how individuals respond to challenges to make a positive impact on society and become changemakers. IMPORTANT TIPS: During this unit, you should plan time for shared reading lessons so that students can all explore a common text together and study how to synthesize and make connections. You may want to explore: ● One change-maker that you will refer back to throughout the unit ● Multiple texts to begin piecing together information (synthesis) ○ Create shared reading journal entries ○ Refine thinking as you read more	● Readers study the identity of a changemaker, noting their struggles and how they faced these challenges (Social Justice Standards: ID.6-8.5, DI.6-8.8, DI.6-8.9, DI.6-8.10).
Readers identify components of nonfiction texts, recognizing how the structures and features shape their meaning and comprehension. Readers will summarize various types of nonfiction texts, using text evidence to determine central ideas and key details, while remaining objective.	● Readers identify different types of text structures within a nonfiction text: description, cause & effect, compare & contrast, sequence, problem & solution. (Reading Strategies 8.19 Consider Structure pg. 240) ● Readers use signal words from the text to determine types of text structure(s). ● Readers identify different types of text features within nonfiction text. ● Readers craft summaries, including central ideas and key details, that are distinct from personal opinion or judgments.
Readers understand what synthesis means.	● Readers develop a common term and definition for synthesis. (The ability to put the pieces together to understand the whole.) (What Do I Teach Readers Tomorrow? Lesson 1 pg, 157) ● Readers understand what synthesis means and apply it to their thinking work. ○ Chart to progression. ○ Link to video of synthesis intro lesson.

Readers refine their thinking to gain a deeper understanding of a nonfiction topic. Note: When students have dove deeper into their study of changemakers, they may want to reflect on questions like... “What injustices has this person faced?” “How have they been influenced by other historical events or figures?” “How has their place of birth influenced their circumstances?” Social Justice Standards: (JU.6-8.12, JU.6-8.13, JU.6-8.15).	• Readers can read across texts and synthesize information from each text to form even bigger ideas about a topic. (What Do I Teach Readers Tomorrow? Lesson 2 pg, 186)
Suggested Resources/Technology Tools	
What Do I Teach Readers Tomorrow, Fiction Grades 3-8 by Gravity Goldberg & Renee Houser The Reading Strategies Book, Jennifer Serravallo Suggested Read Alouds: “Hidden Figures-Young Readers’ Edition” by Margot Lee Shetterly “Refugee” by Alan Gratz “I am Malala Young Readers Edition” by Malala Yousafzai and Patricia McCormick “I am Malala” by Malala Yousafzai “Real Kids, Real Stories, Real Change” by Garth Sundem “Bravo! Poems About Amazing Hispanics” by Margarita Engle “No Voice Too Small: Fourteen Young Americans Making History” by Lindsay H. Metcalf, Keila V. Dawson, and Jeanette Bradley “Rad Girls Can: Stories of Bold, Brave, and Brilliant Young Women” by Kate Schatz Suggested Scholastic Scope: “Helping Animals (One Bow Tie at a Time)” Island of Sorrow “Hurricane: My Story of Resilience” by Salvador Gómez-Colón “From War to America” “Malala the Powerful” Claudette Colvin-“This is What Courage Looks Like,” by Mack Lewis Sylvia Mendez- “Fight For What’s Right” and How to be a Changemaker- Paired Text “Chasing the Wind,” by Allison Friedman-(how one teen brought light to his village) “Making Our Voices Heard,” by Mackenzie Carro- how a group of teens organized the biggest racism anti-protests in history) and How to be a Changemaker- Paired Text “Helping Animals-One Bowtie at A Time,” by Adee Braun-(how one teen helped countless animals find homes) “Born to Run” (paralympian, limb differences, prosthetic) “My Limb Difference Doesn’t Define Me” (limb differences, prosthetics) “Finding Hope in a Time of War” (Russian-Ukrainian War) “We Deserve Clean Water” (Mari Copeny, Flint Water Crisis) “Making Our Voices Heard” (Teens 4 Equality, Black Lives Matter) “Anything is Possible” (Melody Day- children with disabilities)	

“Deadly Hits” (Zackery Lystedt- concussions in sports)
 “Her Designs are Helping the Planet” (Maya Penn- pollution/fashion design)
 “Mental Health Hero” (Jillian Fortney- mental health)
 “The Problem of Plastic” (Anna Du- plastic pollution)

Suggested Scholastic StoryWorks:

“Dr. King is My Grandpa” & “These Kids Are Changing the World”
 *Scholastic Scope and StoryWorks when available

Digital Resources When Appropriate:

NewsELA
 CommonLit

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 3b	
Research-Based Informational Writing	
Summary and Rationale	
In this unit, writers learn to take a stance by categorizing, synthesizing, and evaluating the information they encounter. They develop ways to understand, question, and improve information, and then explain it clearly in their writing. In the first bend, writers read and analyze a variety of sources to build a big-picture understanding of a topic and identify key ideas. In the second bend, writers draft while using strong evidence such as quotes, facts, and statistics. In the third bend, they revise and edit. They will develop an informational piece through the full writing process.	
Recommended Pacing	
6-7 weeks (Mid February-Late March)	
Standards	
Reading: Informational Text	
RI.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.CR.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
RI.TS.6.4.	Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
RI.PP.6.5.	Identify the author's purpose, perspective, or potential bias in a text and explain the impact on the reader's interpretation.
RI.MF.6.6.	Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
Writing	
W.IW.6.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/

	experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Acknowledge and attempt a formal/academic style, approach, and form. F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.WR.6.5.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.SE.6.6.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening	
SL.PE.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.II.6.2.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.UM.6.5.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.AS.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Language	
L.SS.6.1.	Demonstrate command of the system and structure of the English language when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions.
L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone.
L.VL.6.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

	E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.6.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Analyze the impact of a specific word choice on meaning and tone. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
Social Justice	
DI.6-8.8	I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally
DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.
JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.
JU.6-8.13	I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Instructional Focus	
Enduring Understandings:	Essential Questions:
• Writers closely explore mentor texts. • Writers read and analyze a wide variety of sources to develop a big-picture view of a topic to become an expert. • Writers gather information on an important topic and use strategies to organize, synthesize, and structure their ideas into clear, well-supported writing. • Writers produce a research-based informational writing piece. • Writers deepen their writing by revising and editing with purpose.	• How do writers use mentor texts to understand the structure, development, and craft a research-based informational writing piece? • How do writers develop and support ideas about a text using close reading and evidence to become an expert on a topic? • How do writers gather, organize, and synthesize information to create clear and well-supported writing? • How do writers produce research-based informational writing pieces, using a variety of tools(outline, checklist, samples, rubric) to become more effective and intentional writers? • How do writers deepen their writing by revising and editing with purpose?
Evidence of Learning (Assessments)	

Unit Common Assessment

- Post-Assessment
 - ***On-Demand Performance Assessment Prompt***
 - You may want to tell students the day before they are going to write on a topic of their choice and they may want to bring in some texts to write off of. You could also give students some articles or a text set that you select to choose from. You may also want to give students the day before to mark up their texts and then a second day to write.
 - Score the following elements using the grade 6 information rubric below.
 - Lead, Ending, Transition, Organization, Elaboration, Craft, Punctuation

Information Writing

Learning Progression, Grades 3-9

Information Writing Rubrics

Grade 6

Grade 7

Grade 8

Information Writing Checklists

Grade 5

Grade 5 and Grade 6

Grade 6

Grade 6 and Grade 7

Grade 7

Student Writing Samples

Grade 5

Grade 6

Grade 7

Samples from Gravity

Writing Developed Through the Progression

Grade 5

Grade 6

Grade 7

Additional Materials

On-Demand Student Scores Recording Sheet

Chart: Unpack Your Evidence

Writing Process Learning Progression, 5-8

Sample On-Demand Performance Assessment, Grade 7

Objectives (SLO)	
Grammar Focus - Writers vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. - Writers maintain consistency in style and tone. The grade-level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based on their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.	
Students will know: (Goals)	Students will be able to: (Teaching Points)
BEND 1: Studying Mentor Texts and Brainstorming Ideas: Goal: As writers of informational text, we read and analyze a wide variety of sources to develop a big-picture view of a topic to become an expert. <i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i> - Compliment conferences can support engagement. (Session 1) - Use a light touch to keep researchers learning. (Session 2) - Coach students into bare-bones essay writing. (Session 3) - Plan for future teaching using student work. (Session 4)	- Writers study informational mentor texts to notice how authors organize information, use structure, and include facts, so they can apply those same strategies to improve their own writing. - Writers read, gather, and analyze a wide variety of sources to develop a big-picture view of a topic and be able to teach others. - While students are researching, you may want to discuss unfairness and injustices changemakers face. Students should be able to connect to other people and relate to them, even when they are different or disagree. (Social Justice Standards: DI.6-8.8, DI.6-8.9, JU.6-8.12, JU.6-8.13) - Writers rely on structure for their essays, which helps them write quickly and efficiently.

Bend II - Drafting By the end of Bend II, students should have a completed informational essay (not yet revised/edited). Goal: As writers of informational text, we pursue an important topic and combine and use structures to create a working plan with solid bricks of information. <i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i> ● Channel coalition groups to pursue trails of inquiry. (Session 5) ● Imagine the evolution of your teaching. (Session 6) ● Find ways to revise one chapter and plan for another. (Session 7) ● Revise by reading through particular lenses. (Session 9) ● Bring attention to varying sentence length. (Session 10) ● Build a repertoire of further, related teaching points. (Session 11) ● Support students in trying more than one structure. (Session 12) ● Weave quotations into writing with transitional phrases. (Session 13)	● Writers construct informational writing with solid bricks of information - quotations, facts, anecdotes, and numbers - connecting them with ideas and transitions. ● Writers make text more authoritative and academic to write more complex sentences. ● Writers create useful, engaging text features to teach information to readers in a variety of ways.
Bend III - Revising and Editing By the end of Bend III, students should have completed the writing process. They should have a final research-based information writing piece.	● Writers learn from studying each other's writing and sharing feedback, especially when feedback is precise and concrete. ● Writers revise/edit using the informational checklist to strengthen the effectiveness of their writing. ○ Possible anchor chart: Click here ○ Evaluate for structure, development, organization, craft, and conventions, to Peer/Self-edit accordingly. ● Writers find different ways to share and celebrate their completed research-based informational writing at a Publishing Party.

Grammar Focus ● Punctuating essential and nonessential clauses ● Using punctuation, including parentheses ● Subordinate clauses and complex sentences	Punctuation essential and nonessential clauses ● Writers correctly punctuate essential and nonessential clauses. They correctly punctuate restrictive and nonrestrictive clauses. (<i>Patterns of Power</i>, Lesson 7.7, p. 218) ● Writers correctly punctuate essential and nonessential clauses. (<i>Patterns of Power</i>, Lesson 7.8, p. 223) Using punctuation, including parentheses ● Writers use punctuation, including parentheses. (<i>Patterns of Power</i>, Lesson 10.7, p. 305) ● Writers understand and use parentheses within writing. (<i>Patterns of Power</i>, Lesson 10.8, p. 309) Subordinate clauses and complex sentences ● Writers use subordinate clauses. They use subordinating conjunctions. They use complex sentences. Writers use a comma to separate an introductory element from a sentence. (<i>Patterns of Power</i>, Lesson 6.1, p. 156)
--	--

Suggested Resources/Technology Tools

Conferring Scenarios Chart
Information Writing

Correlations to the Common Core State Standards

Writing Workshop in the Secondary Classroom

Suggested Read Alouds:

“Hidden Figures-Young Readers’ Edition” by Margot Lee Shetterly

“Refugee” by Alan Gratz

“I am Malala Young Readers Edition” by Malala Yousafzai and Patricia McCormick

“I am Malala” by Malala Yousafzai

“Real Kids, Real Stories, Real Change” by Garth Sundem

“Bravo!, Poems About Amazing Hispanics” by Margarita Engle

“No Voice Too Small: Fourteen Young Americans Making History” by Lindsay H. Metcalf, Keila V. Dawson, and Jeanette Bradley

“Rad Girls Can: Stories of Bold, Brave, and Brilliant Young Women” by Kate Schatz

Scholastic Scope- “Helping Animals (One Bow Tie at a Time)”

Scholastic Scope- How to be a Changemaker

Scholastic Scope- Island of Sorrow

“Hurricane: My Story of Resilience” by Salvador Gómez-Colón

StoryWorks “Dr. King is My Grandpa” & “These Kids Are Changing the World”

Scholastic “From War to America”

“Malala the Powerful” Scope Reading

Sylvia Mendez- “Fight For What’s Right” Scope Reading

“Born to Run” (paralympian, limb differences, prosthetic)
“My Limb Difference Doesn’t Define Me” (limb differences, prosthetics)
“Finding Hope in a Time of War” (Russian-Ukrainian War)
“We Deserve Clean Water” (Mari Copeny, Flint Water Crisis)
“Making Our Voices Heard” (Teens 4 Equality, Black Lives Matter)
“Anything is Possible” (Melody Day- children with disabilities)
“Deadly Hits” (Zackery Lystedt- concussions in sports)
“Her Designs are Helping the Planet” (Maya Penn- pollution/fashion design)
“Mental Health Hero” (Jillian Fortney- mental health)
“The Problem of Plastic” (Anna Du- plastic pollution)
*Scholastic Scope and StoryWorks when available

Digital Resources When Appropriate:

NewsELA
CommonLit

Session 1

Teen activist links to video clips
Starter Packet Text Set
Anchor chart: Power-Learning and Note-Taking
FIG. 1-1 Madison's power note-taking
FIG. 1-2 Madison's note-taking on the Malala video

Session 2

Elephant graphic
Starter Packet Text Set
Anchor chart: Power-Learning and Note-Taking
FIG. 2-1 Nadell's writing
FIG. 2-2 Nadell's notes

Session 3

FIG. 3-1 Siena's essay
Anchor chart: Power-Learning and Note-Taking

Session 4

Teacher writing exemplar: Teen activists
FIG 4-1 William's flash-draft essay
FIG 4-2 Nadell's flash-draft essay
Information Writing Checklist, Grade 6

Session 5

Text set: Abandoned pets
Text set: Bullying
Text set: Child labor
Text set: Environment
Text set: Malala and Girls' Education
Anchor chart: Power-Learning and Note-Taking

FIG. 5-1 Brandon's trail of research on abandoned animals

Session 6

Chart: Table of Contents, Version 1

Chart: Table of Contents, Version 2

Chart: Writing Information Chapters

Chart: Common Structures for Information/Nonfiction Texts

FIG. 6-1 Brandon's revised table of contents

Session 7

Link to Mentor Text: "Malala the Powerful"

Chart: Information Writers Combine a Variety of Information

Teacher writing exemplar: Malala

Anchor chart: Writing Information Texts Well

Chart: Example of Adding Transition Words

Chart: Some Recommended Transition Words

Chart: Common Structures for Information/Nonfiction Texts

Session 8

FIG. 8-1 Estefany's trail of research

FIG. 8-2 William's writing

Anchor chart: Power-Learning and Note-Taking

Session 9

Anchor chart: Writing Information Texts Well

Teacher writing exemplar: A Global Issue

FIG. 9-1 William's draft

FIG. 9-2 Brandon's writing

Information Writing Checklist, Grade 6

Information Writing Checklist, Grade 7

Session 10

Chart: Excerpt from Cyberbullying

Chart: Ways Punctuation Helps Sentences Be Clear

FIG. 10-1 Steven's writing

FIG. 10-2 Siena's sentences

Information Writing Checklist, Grade 6

Checklist: Questions to Ask Yourself as You Edit

Session 11

Teacher writing exemplar: Girls Denied Education

Link to Mentor Text: "Malala the Powerful"

Anchor chart: Writing Information Texts Well

FIG. 11-1 Brandon's text features

FIG. 11-3 Nadell uses a graph and compelling pictures

Session 12

Chart: Ready to Go
 Chart: Common Structures for Information/Nonfiction Texts
 Chart: Big to Small
 Chart: Details that Breathe Life into Our Writing
 Chart: How to Bring Your Chapter Introductions to Life
 Chart: One Way an Introduction Can Go
 Anchor chart: Writing Information Texts Well
 FIG. 12-2 William drafts his chapter in ready-to-go condition

Session 13

Chart: Information Writers Use Quotations
 Chart: Adding Quotes Example
 Chart: Ready to Go
 Anchor chart: Writing Information Texts Well
 Chart: Transitional Phrases That Lead Readers into Quotations

Session 14

Information Writing Checklist, Grade 6
 FIG. 14-1 Nadell's informational book
 FIG. 14-2 Estefany's informational book

Session 15

Information Writing Checklist, Grades 6 and 7
 Mentor text: Digital slideshow presentation
 Digital Mentor Webpage and Presentation Text Sets

Session 16

FIG. 16-1 Prototype of the Girls and Education home page
 FIG. 16-2 Girls and Education revised home page

Session 17

Links to resources
 FIG. 17-1 Steven's page of his presentation
 FIG. 17-2 Siena's page of her website

Session 18

FIG. 18-1 Steven's presentation on saving the environment
 FIG. 18-2 Siena's website on Malala

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 4a	
Fiction: Interpreting Short Stories - Book Clubs	
Summary and Rationale	
In this unit, readers learn that strong readers deepen their understanding of stories by interpreting themes. Readers notice important moments in the plot and make inferences to uncover themes and big ideas. Readers use evidence from the text to explain their thinking and consider how authors develop themes through word choice, symbols, turning points, and other literary elements. Readers also think across texts and connect ideas from other books. They identify topics, issues, or concepts in a text and use these to help determine possible themes. Through book club discussions, readers share ideas, build theories, and use evidence to support their thinking, while also revising their ideas based on conversation.	
Recommended Pacing	
5-6 weeks (Early April- Mid May)	
Standards	
Reading: Literature	
RL.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RL.CI.6.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.6.3.	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
RL.MF.6.6.	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
RL.CT.6.8.	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
Writing	

W.NW.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. E. Provide a conclusion that follows from the narrated experiences or events
W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening	
SL.PE.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.II.6.2.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.AS.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language	
L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions.
L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone.
L.6.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.6.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Analyze the impact of a specific word choice on meaning and tone. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).

Social Justice	
JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
Instructional Focus	
Enduring Understandings:	Essential Questions
• Readers interpret themes by thinking deeply about what is really going on in a text. • Readers compare themes across texts by analyzing characters, their actions, and the lessons they learn. • Readers use patterns and story structures in short stories to uncover and understand life lessons and deeper meanings in the text. • Readers use reading notebooks to track their thinking about themes. • Readers engage in book club conversations to deepen their understanding of themes, using respectful discussion to share, challenge, and build on ideas across texts.	• How do readers interpret themes? • How do readers compare themes across different texts? • How do readers use patterns and story structures to learn life lessons from short stories? • How do readers use reading notebook entries to interpret themes? • How do readers use conversations to interpret themes?
Evidence of Learning (Assessments)	
Unit Common Assessment Other Assessments: • Reading Learning Progression- Narrative Reading ○ Grades 2-6 • Formative assessments • One-on-one conferences • Reading notebook entries	
Objectives (SLO)	

Word Study/Vocabulary Focus *Taken from The Continuum of Literacy Learning Fountas & Pinnell

- Recognize and use similes to make a comparison
 - *The child's lovely eyes shone like a pair of moons in the evening sky.*
 - *The police officer's mood seemed as light as an autumn breeze.*
- Recognize and use metaphors to make a comparison
 - *My heart became a block of ice.*
 - *He glimpsed the silver lace of frost on the window.*
 - *She is a sparkling star.*
- Recognize and use the suffixes -al, ial, ian, ic, and -ical, meaning “like,” “related to,” or “suitable for,” to form an adjective
 - -al (globe/global, refer/feral, ceremony/ceremonial, loc/local)
 - -ial (part/partial, editor/editorial, spec/special)
 - -ian (civil/civilian, reptile/reptilian, grammar/grammarian)
 - -ic (hero/heroic, athlete/athletic, magnet/magnetic)
 - -ical (myth/mythical, type/typical, biography/biographical)
- Recognize and use the suffixes -ant and -ent, meaning “someone or something that performs an action,” to form a noun
 - -ant (assist/assistant, inhabit/inhabitant, occupy/occupant)
 - -end (correspond/correspondent)
- Recognize and use the suffixes -ance and -ence, meaning “state of” or “quality of,” to form a noun
 - -ance (attend/attendance, rely/reliance, annoy/annoyance)
 - -ence (exist/existence)
- Understand and discuss the concept of roots and recognize their use in determining the meaning of some English words
 - aud (hear or listen) audible, audio
 - bene (good or well) beneficial, benevolent,
 - cred (believe) credit, discredit, incredible, credulous
 - dict (say) diction, dictionary
 - grad (step) graduation, gradual
 - mal (bad or evil) maleficent, malice, malformed
 - mit (send) emit, transmit, commit, omit
 - terr (earth) terrain, terrarium, Mediterranean
 - To support your word study in roots, you may want to create a vocabulary tree, placing the root word in the trunk, and building other words on the branches. See the following resource to support your planning: <http://membean.com/wrotds/mit-send>

The grade level expectations above should be integrated into your planning. You may want to teach word study/vocabulary through mini-lessons to the whole class, small groups, and/or individuals during reading workshop time or provide exposure through shared reading or interactive read aloud experiences outside of reading workshop. Additionally, students should have the opportunity to practice using the words in writing during writing workshop time. In addition to the grade level expectations above, students may need additional word study support based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Please keep in mind, if students are recognizing words in texts and uncovering the impact/meaning, this is reading workshop work. If they are utilizing words or applying them to their writing, this is writing workshop work. Ensure to understand the distinct difference when planning and not confuse where specific elements belong.

Students will know: (Goals)	Students will be able to: (Teaching Points)
Readers will interpret themes. Link to progression IMPORTANT TIPS FOR IMMERSION: During the first few days of this unit, you should plan time for shared reading lessons so that students can all explore a common text together and study themes. You may want to explore: • Common “big topics” and what an author can say <i>about</i> that topic (theme) Example: ★ Big topic: Trust ★ Possible theme: In life, you can’t always trust everyone you meet. ★ Possible theme: In life, trust is something that must be earned. • Briefly - How the author develops the theme (to be explored further during the unit) ○ “Gasp!” moments ○ patterns/broken patterns ○ character mistakes ○ conflict	• Readers think deeply about themes and uncover what’s really going on in a text. (Why Do I Teach Readers Tomorrow? Fiction Chapter 6 pg. 208) ○ Step 1: What is going on? ○ Step 2: What’s really going on? ○ Step 3: What can I learn about what is really going on? ○ Step 4: How did the author create all of this? • Readers stop and jot an important note about what’s happening in the plot and then infer by asking, “What’s the big idea about what’s happening in the story? (The Reading Strategies Book Lesson 7.2 pg. 195)
Readers compare themes across texts.	• Readers think about books/stories to remind themselves of what they learned from those other books/stories and apply it to the book they are reading now. (The Reading Strategies Book, Lesson 7.11 pg. 204) • Readers determine a story’s theme by first naming some topics, issues, ideas, or concepts. It is likely that any one story will connect to more than one topic. (The Reading Strategies Book, Lesson 7.12 pg. 205) • Readers can uncover real-world issues in the stories they are reading to think more deeply about their lives. Readers think about what the author might want us to think about, what the author might be trying to say, and then consider what’s important. (The Reading Strategies Book, Lesson 7.15 pg. 208) ○ Real-world issues connect to Social Justice Standard JU.6-8.12 • Readers compare themes across texts by closely analyzing characters, noticing their actions and

	choices, and thinking about the lessons they learn to understand how similar ideas show up in different stories.
Readers use patterns and story structures in short stories to uncover and understand life lessons and deeper meanings in the text.	• Readers use gasp moments to uncover themes or big ideas within the texts. (Why Do I Teach Readers Tomorrow? Fiction Chapter 6 Lesson 3 pg. 213) • Readers analyze how story elements such as characters, plot, setting, conflict (big and small), and point of view shape meaning in a text. • Readers notice how authors use craft choices, including tone, word choice, mood, and symbolism, to develop ideas and convey deeper messages. • Readers use all of these elements together to interpret themes and understand the bigger meaning or lesson of a story. • Readers understand turning points as important parts of the plot that serve as opportunities for readers to think about big ideas and themes. (Why Do I Teach Readers Tomorrow? Fiction Chapter 6 Lesson 6 pg. 220) • Readers notice figurative language such as metaphors, similes, personification, and imagery, and think about how these word choices help develop meaning, reveal character motivations, and communicate the author's message or lesson. • Readers understand that a symbol is something that stands for something beyond itself. The interpretation of these symbols creates symbolism. The symbolic aspects of texts are often connected to themes. (Why Do I Teach Readers Tomorrow? Fiction Chapter 6 Lesson 7 pg. 223, A Deep Study of Character Bend III Session 18)
Readers use notebook entries to interpret themes.	• Readers interpret themes by recording what the author said/wrote, what we as readers notice, and what we are thinking. (Why Do I Teach Readers Tomorrow? Fiction Chapter 6 Lesson 8 pg. 234-236) • Readers write about the themes in a text to elaborate on their thinking.

Readers engage in book club conversations to deepen their understanding of themes, using respectful discussion to share, challenge, and build on ideas across texts.

- Book club members make plans for their reading. They discuss...
 - book choice
 - club guidelines
 - meeting agendas
 - reading focus
 - reading amounts
 - supplemental reading or research
- Book club members come to their meetings prepared. They have original ideas in their notebooks with evidence from the text cited. Club members don't just discuss their ideas. They return to their notebooks and jot down how their ideas have grown from having discussions with their club. Jot - Discuss - Jot.
- Book club members ensure that all members follow the club guidelines, come prepared for conversations, and contribute in a meaningful way.
- Book club members utilize respectful, collaborative conversations (accountable talk) to support members, share insights, and debate ideas.
 - I agree because...
 - I disagree because...
 - I hadn't thought about it that way, but now I understand...
 - So what I hear you saying is...
 - That is an interesting observation because...
 - What I think is important about what you said is...
 - What you said made me think about...
- Book club members understand that not all conversations have to focus on a right answer and there could be multiple possibilities as they explore ideas in a text. They might say: Maybe...or maybe..
- Book club members make inferences and read between the lines as they develop theories.
 - STEP 1: Choose a lens of focus.
 - Conflict (big & small)
 - Point of View/Perspective
 - Mood
 - Tone (word choice)
 - Symbolism
 - Author's craft
 - Theme
 - Setting
 - Plot
 - Characters

- STEP 2: Collect evidence from the text that supports or refutes your idea
- STEP 3: Analyze what the evidence shows
- STEP 4: Develop a theory.
- Book club members notice rhetorical devices such as:
 - metaphor
 - simile
 - personification
 - imagery

Suggested Resources/Technology Tools

What Do I Teach Readers Tomorrow - Fiction - by Gravity Goldberg & Renee Houser
 The Reading Strategies Book by Jennifer Serravallo
 The Fountas & Pinnell Literacy Continuum, K-8

Booksource Mentor Texts

Frames: a frame is a way of zooming in and looking closely at a particular aspect of the story

Patterns: the intentional decisions made by the author to create an experience for the reader

Lessons Learned: when characters develop awareness or a realization as a true learning experience. The lessons happening in the book also impact the lessons happening out of the book.

Possible Short Stories - When choosing texts with your readers, ensure the level of text complexity is appropriate. Ideally in interactive read aloud or shared reading, you should be choosing texts at higher text complexity. These texts are best suited for independent work, when the skill itself is rigorous.

- “Papa’s Parrot” by Cynthia Rylant
- “Birthday Box” by Jane Yolen
- “Roberto Ignacio Torres Bakes” by Steven Frank
- “The Dreamer” by Pam Munoz Ryan
- “Fireflies” by Julie Brinckloe
- “Peter’s Chair” by Ezra Jack Keats
- “The Other Side” by Jacqueline Woodson
- “Fox” by Margaret Wild and Ron Brooks
- “The Catfish” by Cale (See Session 17 in Personal Narrative Unit of Study)
- “The Unexpected Brother” by Gracie (See Session 17 in Personal Narrative Unit of Study)
- “Shells” by Cynthia Rylant
- “The Scholarship Jacket” by Marta Salinas
- “The Amigo Brothers” by Piri Thomas
- “No Guitar Blues” by Gary Soto
- “Names/Nombres” by Julia Alvarez
- “Seventh Grade” by Gary Soto
- “Sometimes a Dream Needs a Push” by Walter Dean Myers
- “The Party” by Pam Munoz Ryan
- “Owl Moon,” by Jane Yolen

Scholastic SCOPE Stories / Plays for Theme:

- Phoenix Farm

- The Monkey's Paw (classic)
- The Tell-Tale Heart (classic)
- The Golden Curse (Greek Myth)
- Good Enough
- 13 and a Half
- Dear Future

*Scholastic Scope and StoryWorks when available

Digital Resources When Appropriate:

NewsELA

CommonLit

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 4b	
Narrative Short Stories	
Summary and Rationale	
In this unit, short story writers use effective techniques, descriptive details, and well-structured event sequences to craft engaging narratives. They learn to develop scenes, create believable characters who respond to conflict in realistic ways, and use tension and pacing to draw readers into the story. In Bend I, students collect story ideas, blurbs, and scenes in their notebooks, drawing on their knowledge of strong narrative writing. In Bend II, writers draft a full story. In Bend III, writers continue revising and editing with greater depth and precision, refining both craft and meaning. In Bend IV, writers prepare for publication and celebration by considering their audience and how and where they will share their final work.	
Recommended Pacing	
5-6 weeks (Mid May- Mid June)	
Standards	
Reading: Literature	
RL.CI.6.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RL.TS.6.4.	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
RL.PP.6.5.	Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
Writing	

W.NW.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. E. Provide a conclusion that follows from the narrated experiences or events.
W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Language	
L.SS.6.1.	Demonstrate command of the system and structure of the English language when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions.
L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone.
L.VI.6.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., personification) in context.

	B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Analyze the impact of a specific word choice on meaning and tone. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty)
Speaking & Listening	
SL.AS.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
Career Readiness, Life Literacies and Key Skills	
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
Instructional Focus	
Enduring Understandings:	Essential Questions:
- Writers generate meaningful ideas for narratives by collecting ideas, blurbs, and scenes, and drawing on what they know about narrative writing. - Writers closely explore mentor texts for good qualities of writing. - Writers produce a narrative writing piece. - Writers deepen their writing by revising and editing with purpose. - Writers of short stories publish and celebrate their writing.	- How do writers generate meaningful ideas for narrative writing? - How do writers use mentor texts for inspiration? - How do writers produce writing using a variety of tools (outline, checklist, samples, rubric) to become more effective and intentional writers? - How do writers deepen their writing by revising and editing with purpose? - How do writers of short stories publish and celebrate their writing?
Evidence of Learning (Assessments)	
Common Assessment - Post Assessment (after the final bend) - Utilize the narrative writing rubric, grade six, to score each student's short story series writing on all elements	

Rubrics/Checklists:***Narrative Writing***

Learning Progression, Grades 3-9

Narrative Writing Rubrics

Grade 6

Narrative Writing Checklists

Grade 5 and Grade 6

Grade 6

Grade 6 and Grade 7

Student Writing Samples

Grade 5

Grade 6

Grade 7

Writing Developed Through the Progression

Grade 5

Grade 6

Grade 7

Additional Materials

On-Demand Student Scores Recording Sheet

Chart: Unpack Your Evidence

Writing Process Learning Progression, 5-8

Sample On-Demand Performance Assessment, Grade 7

Objectives (SLO)

Grammar Focus

- Writers recognize and correct inappropriate shifts in verb tense
- Writers use punctuation for effect
- Writers vary in sentence structure, especially in sentence beginnings
- Writers revise for stronger verbs

The grade-level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based on their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Students will know:(GOALS)

Students will be able to: (TEACHING POINTS)

Bend I - Studying Mentor Texts and Brainstorming Ideas: (*If Then...Curriculum, Fiction, Writing Bend I) Writers generate meaningful ideas for narratives by collecting ideas, blurbs, and scenes, and drawing on what they know about narrative writing. Goal: By the end of Bend I, students should have multiple story ideas to work with. At the start of Bend II, they should select one idea to turn into a writing piece.	• Short story writers study narrative stories and mentor texts, unpacking the characteristics of the genre and imagining the strategies that other writers use. ◦ Suggested chart • Short story writers consider the similarities and differences between personal narrative and fiction writing. (Bend I: Session I, pg. 19) • Short story writers use the narrative craft “show not tell” (imagery, sensory details) as they write, using dialogue, detail, inner thinking, and action to craft the scene. * (Bend I: Session II, pg. 20) • Short story writers commit to their own story idea/conflict that they will write about.
Bend II - Drafting By the end of Bend II, students should have a completed narrative (not yet revised/edited). (*If Then...Curriculum, Fiction, Writing Bend II) (**Up the Ladder Accessing Grades 3-6 Narrative Units of Study) <i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i> • Get students started on their first fiction story. • Confer with writers in ways that give them goals to work toward. • Help students make stories that are a joy to read. • Provide quick, in-the-moment assessment and response.	• Short story writers plan a storyline (imagining and sketching) of a small moment, a scene in which the character does and says things that show the character’s wants and troubles, keeping in mind that the trouble gets worse in the middle of the story. **(Session 7 pg. 49, *additional resource Bend II pg. 23) ◦ You might want to remind students about slowing down the heart of the story (reference unit 1b). • Short story writers write and rewrite different leads not just for the opening scene, but for each scene. * (Bend II Session 3 pg. 25) • Short story writers develop a strong sense of time and place by crafting settings to convey deeper meaning, using mood, tone, and show-not-tell techniques to enhance their stories.

Bend III - Revising and Editing Goal: As writers, we revise and edit with an eye towards publication. By the end of Bend III, students should have completed the writing process. They should have a final literary essay. (If Then...Curriculum, Fiction, Writing Bend III)	- Writers revise/edit using the narrative checklist to strengthen the effectiveness of their writing. - Possible anchor chart: Click here - Evaluate for structure, development, organization, craft, and conventions, to Peer/Self-edit accordingly. - Word choices - Figurative Language - Narrative Transitions - Internal/External Dialogue - Imagery-Sensory Details
BEND IV: Publishing and Celebrating (If Then...Curriculum, Fiction, Writing Bend IV) Goal: As writers, we publish and celebrate for an audience.	Writers find different ways to share and celebrate their completed narratives at a Publishing Party.
Grammar Focus: - Using commas correctly - Using colons to introduce a list - Using quotation marks - Using pronouns properly (including possessive and reflexive)	Using commas correctly - Writers understand and use commas correctly in writing. (<i>Patterns of Power</i>, Lesson 10.1, p. 277) Using colons to introduce a list - Writers use a colon to introduce a list. Use commas to set off words, phrases, and clauses. (<i>Patterns of Power</i>, Lesson 10.2, p. 282) Using quotation marks - Writers use quotation marks to enclose speech. (<i>Patterns of Power</i>, Lesson 10.11, p. 323) Using pronouns properly - Writers demonstrate command of pronouns and proper usage. (<i>Patterns of Power</i>, Lesson 11.1, p. 336) - Writers ensure pronouns are in the possessive case. (<i>Patterns of Power</i>, Lesson 11.2, p. 342) - Writers use reflexive pronouns. (Lesson 11.3, p. 351) - Writers use reflexive and intensive pronouns. (<i>Patterns of Power</i>, Lesson 11.4, p. 356) - Writers place clauses within a sentence. Use subordinating conjunctions to form complex sentences. (<i>Patterns of Power</i>, Lesson 6.6, p. 181)
Suggested Resources/Technology Tools	
Writing Workshop in the Secondary Classroom	

Conferring Scenarios Chart
Narrative Writing

Possible Short Stories - When choosing texts with your readers, ensure the level of text complexity is appropriate. Ideally in interactive read aloud or shared reading, you should be choosing texts at higher text complexity.

- “Papa’s Parrot” by Cynthia Rylant
- “Shells” by Cynthia Rylant
- “Birthday Box” by Jane Yolen
- “Roberto Ignacio Torres Bakes” by Steven Frank
- “The Dreamer” by Pam Munoz Ryan
- “Fireflies” by Julie Brinckloe
- “Peter’s Chair” by Ezra Jack Keats
- “The Other Side” by Jacqueline Woodson
- “Fox” by Margaret Wild and Ron Brooks
- “The Catfish” by Cale (See Session 17 in Personal Narrative Unit of Study)
- “The Unexpected Brother” by Gracie (See Session 17 in Personal Narrative Unit of Study)
- “The Scholarship Jacket” by Marta Salinas
- “The Amigo Brothers” by Piri Thomas
- “No Guitar Blues” by Gary Soto
- “Names/Nombres” by Julia Alvarez
- “Seventh Grade” by Gary Soto
- “Sometimes a Dream Needs a Push” by Walter Dean Myers
- “The Party” by Pam Munoz Ryan
- “Owl Moon,” By Jane Yolen

*Scholastic Scope and StoryWorks when available

Digital Resources When Appropriate:

NewsELA

CommonLit

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence

