DENVILLE TOWNSHIP SCHOOL DISTRICT

**English Language Arts:
Reading, Writing, Speaking & Listening, and Language
Grades 6-8
Curriculum Guide**

BOE Adoption: 8/20/2018

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English Language Arts Curriculum Guide

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INTERDISCIPLINARY THEMES

Planned interdisciplinary activities can help students to make sensible connections among subjects, while limiting the specialist's tendency to fragment the curriculum into isolated pieces. Such activities provide students with broader personal meaning and the integrated knowledge necessary to solve real-world problems. Teachers are encouraged to independently and cooperatively develop lessons which cover multiple areas simultaneously.

MISSION STATEMENT

It is the mission of the Denville School District to **Educate** and **Empowe**r all students to **Excel**.

DEPARTMENT VISION

It is the firm belief of the Denville Township School District English Language Arts department that the progress of our community and that of our nation is dependent on the education of our students. Inherent in that belief we recognize that exposing our students to reading, writing, speaking, and listening skills is not sufficient, we must provide them an opportunity to employ them in their everyday lives with ease and efficacy. English Language Arts is not a subject taught in isolation but a life skill not just in the work place, but as personal growth tool as our ability to communicate and learn from others has broadened globally.

This guide is to provide focus for the learning that will take place in this course, but is completely modifiable based upon the needs and abilities of the students and their Individual Education Plans. Curriculum implementation follows best practice and adheres to the New Jersey Core Content Standards. At the same time, for students with disabilities, the Individual Education Plan, specifically the Goals and Objectives of the plan, supersede any curricular adherence or suggestion.

21ST CENTURY THEMES & SKILLS

Embedded in much of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:
- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Denville Township Public Schools are committed to the achievement of increased cultural awareness, respect and equity among students, teachers and community. We are pleased to present all pupils with information pertaining to possible career, professional or vocational opportunities which in no way restricts or limits option on the basis of race, color, creed, religion, sex, ancestry, national origin or socioeconomic status.

Integrated Accommodations and Modifications

For Students with IEPs, 504s, and/or Students at Risk of Failure

Students read authentic texts and write authentic pieces at their independent and instructional reading levels • Individualized feedback provided through conferences and small groups • Use visual and multi-sensory formats • Use of assistive technology • Use of graphic organizers and prompts • Modification of content and student products • Testing accommodations • Authentic assessments

Gifted & Talented Students

Students read authentic texts and write authentic pieces at their independent and instructional reading levels • Individualized feedback provided through conferences and small groups • Inquiry-based instruction • Higher-order thinking skills • Interest-based content • Student-driven goals • Real-world projects and scenarios

English Language Learners

Students read authentic texts and write authentic pieces at their independent and instructional reading levels • Individualized feedback provided through conferences and small groups • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding: word walls, sentence frames, think-pair-share, cooperative learning groups, teacher think-alouds.

Pacing Guide
Grade 6 ELA

Personal Narrative 30 days	A Deep Study of Character 30 days	The Literary Essay 29 days		
Marking Period 1		Marking Period 2		
Tapping the Power of Nonfiction 30 days	Research Based Information 25 days	On Demand 6 days	Social Issues Book Clubs 30 days	
Marking Period 3		Marking Period 4		

Unit 1   Personal Narrative (Writing Unit 1)

Unit 2   A Deep Study of Character (Reading Unit 1)

Unit 3   The Literary Essay (Writing Unit 2)

Unit 4   Tapping the Power of Nonfiction (Reading Unit 2)

Unit 5   Research Based Information Writing (Writing Unit 3)

Unit 6   On Demand Review (Writing Unit 4)

Unit 7   Social Issues Book Clubs (Reading Unit 3)

Grade Six Writing Unit 1: Crafting Narrative Stories

Essential Questions:

-How do writers generate ideas for compelling fictional stories?

-How do writers convey a message to the reader through their fictional writing?

-How do writers read mentor texts "like writers" in order to identify techniques that they will try in their own pieces?

-How do writers use craft moves intentionally in order to build tension and accentuate the meaning behind their stories?

-How do writers transfer all they know about the elements of strong narrative writing to on demand situations and/or to writing fan fiction?

Skills/Knowledge:

-Writers will use a variety of strategies to generate ideas for fictional stories.

-Writers will compose a high volume of writing daily.

-Writers will compose in ways that bring out deeper meanings to their stories.

-Writers will study mentor texts, identifying techniques that they try out in their own pieces.

-Writers will use craft moves, such as dialogue, setting, and pacing to build tension and accentuate the meaning behind their stories.

-Writers will understand when and why authors use a variety of punctuation marks and edit their stories for clarity and variety.

-Writers will transfer all they know about the elements of strong narrative writing to on demand situations.

-Writers will incorporate aspects of an author's style, craft, and/or story elements (e.g. characters, setting, tone, mood) when writing fan fiction.

Goal #1: Writers collect and rehearse story ideas while checking in on writing goals.	Goal #2: Writers draft, redraft, and revise to develop plot, setting, and characters and to bring out the true meaning behind their stories.	Goal #3: Writers revise, edit, and publish their stories, showing off all they know about narrative writing.	Goal #4: Writers transfer all they know about the qualities of strong narrative writing to on demand situations.
Mini-Lessons & Standards	**Mini-Lessons & Standards**	**Mini-Lessons & Standards**	**Mini-Lessons & Standards**
1. As a writer, you can get help not only from each other and from me, but also from texts others have written. To learn from finished texts, you need to study them, imaging strategies the writer probably used so you can then try those same strategies in your own writing (PN Session 1). • MWT*: Writers share the observations they collected from the mentor text and begin writing	6. Writers develop a sense of when they're ready to start drafting parts of a story. As important scenes crystallize in their imaginations, they are eager to get them on paper. Sometimes writers set themselves the task of drafting their "problem scene" first—the one in which the character faces the central problem. Writers reread the pages on which they developed their story ideas, close their notebooks, and use their writing plan	11. Writers craft settings on purpose. They may make it thunder outside to show that a character is growing angry on the inside. They may make the scenery sinister to foreshadow problems. Once writers know what they really want to say in a story, they return to their draft and revise the setting so that it helps advance the larger meaning (IT Bend III, Session 1). • MWT*: Writers can also use settings to show shifts in time	*I imagine this last goal to focus on getting students to transfer what they learned about narrative writing to shorter, quicker stories, like the responses they might be expected to produce on the PARCC test. You may want to do a shared writing piece as a first lesson in this bend so that students see how to apply all they already know to new writing situations and so they get a clear picture of what their responses might look in the end. You may also want students to cycle through this work with several tasks, with each of their responses becoming successively higher in quality. Maybe students will transfer all they know by completing a new*

their own narrative notebook entries (PN Session 1).

- **S**:** Writers begin to list their writing goals, imagining how they can turn some of their strengths as a writer into superpowers (PN Session 1).
- **HW***:** Writers complete their lists of writing goals and continue the narrative entry they started in class (PN Session 1).

2.   **Writers return to moments of trouble in their own lives. They get ideas for fiction, just as they get ideas for personal narratives and essays, by paying attention to the moments and issues in their own lives. But in fiction, writers get to create characters who may deal with the moment of trouble in a different way then they themselves might, or to create a plot twist through which the moment of trouble ends differently. Writers collect these ideas as story blurbs in their notebooks, using the template "(Someone) wanted…but…and so…finally" (IT Bend I, Session 1).**

- **MWT:** Writers try out various story ideas by writing just a scene from one, then another in their notebooks, to see which story idea feels especially right (IT Bend I, Session 1).
- **S:** Writers share small excerpts from their writing with their classmates in a "popcorn share" (PN Session 2).
- **HW:** Writers set goals to continue pushing themselves as writers, generating more story ideas, blurbs, and scenes (PN Session 2).

3.   **Many fiction writers start by thinking about urgent issues that shape**

to draft the problem scene, writing fast and furiously (IT Bend II, Session 1).

- **MWT*:** Writers set a goal for their writing volume by marking the spot where their writing will stretch to by the end of the period (probably a full two pages or more in total) (See PN Session 2 MWT).
- **S**:** Partners help one another use the Narrative Writing Checklist to assess what they have written so far and to check in on their writing goals.
- **HW***:** Writers remember that when they are writing fiction, they are storytellers, not summarizers. They review what they have written so far, making sure to add the setting, action, dialogue, and internal thinking details that will make their stories come to life.

7.   **Writers often spend a bit of time studying some texts—ones that resemble the kind of thing they aim to write. Writers notice and jot lists of the moves these other writers have made, and then they try out similar moves in their own writing. Writers challenge themselves to redraft their "problem scenes," incorporating some of the writing moves they noticed in mentor texts (IT Bend II, Session 2).**

- **MWT:** Writers know that they can "read like writers" any time they need inspiration. They can search for a place in a mentor text that stands out to them, name *what*, *specifically*, the author is doing, and then try that same move in their own writing (IT Bend II, Session 2).

between and within their scenes (IT Bend III, Session 1).

- **S**:** Partners help one another use the Narrative Writing Checklist to assess what they have written so far and to check in on their writing goals.
- **HW***:** Writers continue to use the Narrative Writing Checklist to make large-scale revisions to their writing pieces.

12.   **Skilled writers use dialogue sparingly and intentionally. They may use dialogue to bring out the conflict in a story or to show a character's most revealing traits (IT Bend III, Session 2).**

- **MWT:** Writers often create dialogue in which what characters say contradicts what they think or do—which serves to create more tension in a story (IT Bend III, Session 2).
- **S:** Partners role-play some of the dialogue from their stories, evaluating whether or not their writing rings true.
- **HW:** Writers continue to use the Narrative Writing Checklist to make large-scale revisions to their writing pieces.

13.   **Skilled writers revise to tell the most compelling parts of their stories in "slow-motion." To do this, they study how mentor writers slow down the problem in their writing and build tension in a slow-motion, bit-by-bit way (PN Session 14).**

- **MWT:** Writers can build tension by stretching out what's happening internally and externally for the main character as well as the

task every other day or so. Then, they can revise that piece for a day or two using the new strategies you teach before moving on to another task. Depending on how you structure this bend with different amounts of tasks, you may want/need to reorganize these teaching points. Students should be composing on computers as much as possible during this last goal. In the last lesson before celebration, students complete a Narrative Task from start to finish. You may want this final on demand task to be the district's post-assessment task.

18.   **Writers welcome opportunities to show off their skills. They carry all they know about the qualities of strong writing forward each time they write, putting all of their writing skills to use. Before reading the text of a narrative writing task, writers dissect the task (the question itself) and ask, "What is this task asking me to do?" Then, while they are reading the passage, writers gather details and information about the author's craft that they will use in their stories.**

- **MWT*:** After dissecting the task, reading the passages and gathering information, writers quickly make a plan for their writing. Writers may make a quick sketch, jot about different story elements or scenes, or use the template "(Someone) wanted…but..and so…finally" to plan for their writing, keeping in mind what the task is asking them to do.
- **S**/HW***:** Writers use mentor texts, their past writing pieces, the Narrative Writing Checklist, and bring forward all they know about writing effective narrative stories each and every time they write within the genre. Writers flash draft their Narrative Task responses.

19.   **Fiction writers can compose "fan fiction" in response to other authors'**

kids' lives. These writers look at the cruelties and challenges that people are dealt, the issues that individuals and groups of kids face, and turn those into ideas for stories (IT Bend 1, Session 2).

- MWT: Sometimes writers think about which issues have factored into their own lives (e.g. fitting in, divorce, loss, and so on). They can then brainstorm small moment episodes (i.e. personal narrative stories) in which they've experienced one of those issues and use that small moment as grist for a fictional story idea (IT Bend I, Session 2).
- S: Writers share some of their best story ideas with their partners, knowing that by tomorrow they need to have selected an idea to develop into a story.
- HW: When choosing which story idea to develop, it's often helpful for writers to tell a couple of story contenders to others—a partner, someone at home—and for the writer and the listener to think about whether the story draws in the listener, whether there is a clear problem, whether there is rising tension. Writers will come to class tomorrow with the idea that they would like to develop into a fictional story (IT Bend I, Session 2).

4. Writers often think of a story in terms of three major parts: in the first part, readers meet the characters and discover the setting, as well as hints of the problem; in the second part, the problem is developed and choices are made; and in the third part, change a resolution occurs. Writers rehearse the story they have selected to develop by sketching, jotting about, or mapping out

- S: Partners work together as they lay their original problem scenes next to their revised versions, noting how their revisions have changed the overall impact of their stories (IT Bend II, Session 2).
- HW: Writers continue to study mentor texts, name the moves the author makes and the purposes of those moves, and to try those moves in their own writing.

8. As writers draft the scenes of a story, they try out different leads—not just for the opening scene, but for each scene. Writers do this knowing that different leads can spur new thinking and help them develop the meaning of a story or the characters or the setting (IT Bend II, Session 3).

- MWT: Writers challenge themselves to try on different leads for their scenes. After trying out one lead to a scene for a while, they draw a line under what they have written and start the scene again, trying out a new lead, developing a different aspect of the story, and aiming to lift the level of work each time (IT Bend III, Session 3).
- S: Strong writers are in the habit of editing as they write. Even as writers are drafting, they always look back over their writing and ask, "Am I using my best spelling, punctuation, and grammar to make my writing as readable as possible" (See PN Session 4 HW for teaching point and editing checklist)?
- HW: Writers continue to try out more and more leads for the

secondary characters in a scene (PN Session 14).

- S: Writers sketch out an "emotional arc" for their main character and a secondary character. They make sure that their drafts lead the character on a journey with a satisfying conclusion for the reader. They revise their stories accordingly (PN Session 14).
- HW: Writers step back and reread their piece as a critical reader. They ask, "What is this piece of writing missing? What part feels weak?" Then, they use the Narrative Writing Checklist and all of the revision strategies they know to make it better.

14. Writers engage in an inquiry to answer the question, "When and why do authors generally insert new paragraphs in fiction" (IT Bend III, Session 3)?

- MWT: Writers continue to revise their stories, paying close attention to their use of paragraphs.
- S: Partners help one another use the Narrative Writing Checklist to assess what they have written so far and to check in on their writing goals.
- HW: Writers continue to use the Narrative Writing Checklist to make large-scale revisions to their writing pieces.

15. Writers embark on a punctuation inquiry. There are a variety of punctuation marks writers use in their writing: commas, dashes, ellipses, semicolons, and more! As writers learn about these marks, it can help to study how mentor

stories, writing endings, additional scenes, or new stories with the same characters or in a similar style to another author's work. To do this, writers still bring forward all that they know about the elements of strong narrative writing while incorporating aspects of the original author's style, craft, and/or story elements (e.g. characters, setting, tone, mood, etc.). Writers make sure to consider the parameters of the task when planning for this type of response.

- MWT: Writers must shift between being a writer and a reader, especially when they are writing on demand. Writers reread, clarify, edit, and revise as they go.
- S: Writers recognize that any narrative they write must hold up as a "stand alone story." When writing fan fiction, writers can never assume that their reader has read the original author's work. Writers must always include enough detail and information that their stories can be read in isolation and still affect the reader.
- HW: Writers continue to use mentor texts, their past writing pieces, the Narrative Writing Checklist, and all they know about writing effective narrative stories while drafting and revising their flash draft responses.

20. When writers compose on demand pieces, they make sure to budget plenty of time to craft the endings of their stories. Writers know that endings are the last words they leave their readers with and they must resonate and bring the whole message of their stories to light. Writers think back to what they, and possibly the original author, tried to express through their story and ask, "What do I want my reader to truly understand

these three parts and by storytelling with partners (IT Bend I, Session 3)

- **MWT: Writers adhere to certain constraints for their fictional stories:**
  1) The characters are approximately the same age as the writer.
  2) There are no more than two or three main characters (and very few others)
  3) None of the names used (or characters developed) are those of students in the class
  4) The story can be told within two or three major scenes or small moments, at the most, each involving not more than approximately an hour of time (IT Bend I, Session 3)
- **(KEY IDEA) S: Writers decide WHY they are telling a story right from the beginning of the writing process.** They write long in their journals to consider what they really want to tell or teach the reader through their story. What will the character in their story learn or how will that character grow or change? Writers keep the "WHY" in the forefront of their minds as they are planning every detail of their stories.
- **HW: Writers continue to consider and write about WHY they are telling their story.** Then, writers story-tell their stories to someone at home, this time working to make their stories more detailed, bringing out the WHY of the story.

5.   Once writers have a story idea in mind, they often do some writing to develop aspects of the story's plot, setting, or characters. Writers go back to their plans and begin to try out different snippets of scenes, writing them in ways that develop more about the character or setting (IT Bend I, Session 4)

different scenes of their story, eventually deciding on which are the most compelling.

9.   When writers let themselves be guided by the question, "What is my story really about?" they find themselves wanting to tell their story in a completely new way. Writers continue to draft, and redraft, scenes in ways that will hint at the larger meaning, early on in the story, and develop that deeper meaning throughout the rest of the story (PN Session 10).

- **MWT: Partners hold each other accountable for bringing out the true meanings behind their stories.** They listen to each other story-tell, encouraging one another to retell parts that don't seem to match with the true meaning (PN Session 10).
- **S: Writers study each other's writing like they do mentor texts,** finding techniques that they would like to try in their own writing (PN Session 10).
- **HW: Writers continue to draft and redraft their scenes,** focusing on the techniques they admired in each other's writing and bringing out the true meaning behind their stories.

10.   Writers consider various endings. They are cautious of fairy tale endings in which everything is solved perfectly. Instead, they ask themselves, "How might this turn out in real life? What is realistic, yet also conveys what I want to teach about this particular issue" (IT Bend II, Session 4).

authors use them in their writing. Writers name how the mark is used in a sentence—what it's function is—and then experiment with using it in their own writing in those same ways (IT Bend III, Session 4).

- **MWT: Writers study their writing pieces through different editing lenses, polishing up their stories for publication.**
- **S: Partners can help one another edit their writing pieces.**
- **HW: Writers continue to make final revisions to, and edit, their pieces.**

16.   Writers seek help when they strive to meet publishing deadlines. They help each other with editing, copying, or typing, in other words, fancying up writing to get it ready for publication. They work within a community of writers to meet everyone's goals (IT Bend IV, Session 1).

- **MWT, S, HW: Writers continue edit and publish their pieces.**

17.   Writers celebrate the growth they have made as writers by sharing their pieces with an audience and receiving feedback (IT Bend IV, Session 2).

- **S: Writers use the Narrative Writing Checklist to assess their writing pieces and to set goals for their future writing.**

*Mid-workshop teaching
**Share
***Homework
"PN" = Personal Narrative TC guide book
"IT" = IF…Then…Curriculum TC guide book, "Fiction Writing" unit

about my character or their journey in this story?" Then they write an ending that reveals this to the reader (PN Session 15).

- **MWT: Writers make sure their readers don't get lost and confused with all the *he*, *she*, *it*, *they*, *them* words that float around in a story. These words are called *pronouns*, and they at as substitutes for a character's name or for a group of people. If writers don't make sure these short words closely follow the character's name or the group of people they are replacing, the reader will get confused (IT Bend III, Session 4).**
- **S/HW: Writers continue to use mentor texts, their past writing pieces, the Narrative Writing Checklist, and all they know about writing effective narrative stories while drafting and revising their flash draft responses.**

21.   Writers use all they know about narrative writing to complete a Narrative Task on demand (possibly the district Narrative Task post-assessment?).

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"PN" = Personal Narrative TC guide book
"IT" = IF…Then…Curriculum TC guide book, "Fiction Writing" unit

*W.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.*

- **MWT: Writers consider what objects might help define their main characters. Then, they tryout writing little scenes, or parts of scenes, in which the character interacts with objects that reveal something about that character (IT Bend I, Session 4).**
- **S: Writers use the Narrative Writing Checklist to self-assess their strengths as writers and to set specific goals for their future writing (See PN Session 6).**
- **HW: Writers invent systems for keeping track of and holding themselves accountable for their goals (See PN Session 6 MWT).**

*Mid-workshop teaching
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***Homework
"PN" = Personal Narrative TC guide book
"IT" = IF…Then…Curriculum TC guide book,
"Fiction Writing" unit*

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

- **MWT: Writers not only craft their endings to be realistic, but also to convey what the story is, at its heart, really about (IT Bend II, Session 4).**
- **S: Writers use the Narrative Writing Checklist to assess what they have written so far and to check in on their writing goals.**
- **HW: Writers take the necessary steps to bring a completed draft to the workshop tomorrow.**

*Mid-workshop teaching
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***Homework
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"Fiction Writing" unit*

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W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by

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W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)

W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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

*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.*

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W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

*W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").*

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

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Interdisciplinary Connections:

Visual and Performing Arts/ Theatre-

1.1.8.C.3 Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.

Differentiation

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess, and modify if necessary to address the specific needs of the learner.
- Students will write authentic pieces at their independent and instructional levels.
- The teacher will individually conference with each student to address specific needs of the writer.

Assessment

Observations

Unit Pre- and Post-Prompts

Writing Conferences

Writing Pieces

Scored Published Piece (using appropriate rubric)

Resources

-Various mentor texts and level-appropriate trade books

-Teacher Writing Journal filled with stories he/she is working on

-*Units of Study in Argument, Information, and Narrative Writing: Grade 6*, *A Common Core Workshop Curriculum,* Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2014

21st Century Themes	21st Century Skills
☐ Global Awareness	☒ Critical Thinking and Problem Solving
☐ Environmental Literacy	☒ Creativity and Innovation
☐ Health Literacy	☒ Collaboration, Teamwork, and Leadership
☐ Civic Literacy	☒ Cross-cultural and Interpersonal Communication
☐ Financial, Economic, Business, and Entrepreneurial Literacy	☒ Accountability, Productivity, and Ethics

8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
☐ 8.1.A Technology Operations and Concepts	☒ 8.2.A The Nature of Technology: Creativity and Innovation
☒ 8.1.B Creativity and Innovation	☐ 8.2. B Technology and Society
☒ 8.1.C Communication and Collaboration	☐ 8.2.C Design
☒ 8.1.D Digital Citizenship	☐ 8.2.D Abilities for a Technological World
☐ 8.1.E Research and Information Fluency	☐ 8.2.E Computational Thinking: Programming
☐ 8.1.F Critical Thinking, Problem Solving & Decision Making	

Career Ready Practices

☐ CRP1.   Act as a responsible and contributing citizen and employee

☒ CRP2.   Apply appropriate academics and technical skills

☐ CRP3.   Attend to personal health and financial well-being

☒ CRP4.   Communicate clearly and effectively with reason

☐ CRP5.   Consider the environmental, social and economic impacts of decisions

☒ CRP6.   Demonstrate creativity and innovation

☐ CRP7.   Employ valid and reliable research strategies

☐ CRP8.   Utilize critical thinking to make sense of problems and persevere in solving them

☐ CRP9.   Model integrity, ethical leadership, and effective management

☐ CRP10.   Plan education and career paths aligned to personal goals

☒ CRP11.   Use technology to enhance productivity

☐ CRP12.   Work productively in teams while using global cultural competence

Grade Six Reading Unit 2: A Deep Study of Character

Essential Questions:

-How do readers analyze the traits of complex characters?

-How do readers weigh which of a character's traits might be more important to the story than others?

-How do readers analyze the interactions between settings and characters?

-How do readers analyze the various pressures characters are facing?

-How do readers recognize and analyze motifs and themes in a story?

-How do authors write in ways that reveal themes to readers?

-How do readers develop agency in their reading lives?

Skills/Knowledge:

-Readers will analyze characters' thoughts, words, and actions throughout a text in order develop and revise theories about their complex traits.

-Readers will analyze the pressures their characters feel in order to gain insight into their actions.

-Readers will weigh which of their character's traits has the most influence over the events in the story.

-Readers will analyze the setting in a story and consider how that setting affects the characters.

-Readers will analyze how different pressures characters are feeling influence their behaviors.

-Readers will recognize motifs in stories.

-Readers will use their analyses of motifs to determine multiple themes in stories.

-Readers will analyze the craft moves authors make that reflect themes in the story.

-Readers will deepen their analysis of texts through writing about and discussing their reading.

-Readers will cite specific text evidence to support their analyses.

-Readers will develop agency over their reading lives.

Goal #1: Readers study, discuss, and analyze complex character traits.	Goal #2: Readers investigate how setting shapes characters.	Goal #3: Readers analyze characters as vehicles for themes.
Mini-Lessons & Standards	**Mini-Lessons & Standards**	**Mini-Lessons & Standards**
See suggestions for "Day Zero" (p. 5-9) planning and organization so that students are prepared to engage in Session One. 1. **Read-Aloud ("Popularity" by Adam Bagdasarian):** Readers expect characters to be complicated and show more than one trait (Session 1). • Skill Work: • **Paying attention to small details to develop ideas about characters' traits** • **Finding precise words for character traits** • **Providing text evidence for ideas about characters**	9. **Read-Aloud ("The Fight" by Adam Bagdasarian) :** Readers investigate the impact of setting on characters. To do this work, you'll consider not just the physical characteristic of setting, where it takes place and when, but also its mood or atmosphere (Session 9). • Skill Work: • **Readers identify and analyze how the mood of a setting affects characters' actions and traits**	16. **Read-Aloud ("You Belong With Me" Taylor Swift video):** Readers consider how characters' conflicts become motifs in a story (Session 16). • Skill Work: • **Readers identify the troubles that characters face** • **Readers identify the motifs an author conveys in a text** • **Readers ground their thinking in specific evidence from the text** • **Readers weigh pieces of evidence from the text that support their thinking**

- **Challenging other's ideas**
- **Using characters' thoughts and actions to infer traits**
- **Weighing which traits are the strongest**
- **Noticing when new character traits are emerging**
- **S*: Partners share their early thinking about some of the characters in their books.**
- **HW**: Readers continue to jot about their characters' traits. They also keep track of how long and how many pages they read.**

2. **In complicated stories, characters reveal themselves over time. Experienced readers, therefore, are alert to new details, and they are ready to rethink and revise their first ideas in the face of new evidence (Session 2).**
- **S: Readers decide how they will capture the work they do thinking about their characters in their notebooks.**
- **HW: Readers create notebook entries that reflect the deep thinking they are doing about their characters.**

3. *(You may want to save this session for a part of the unit in which students are choosing their own books, or simply discuss the information relevant to the genre of the class novel)--* **Readers take their cues from stories. And different kinds of stories channel readers to do different sorts of thinking work. If you are reading historical fiction, the genre channels you to think in particular ways. If you are reading fantasy, that genre channels you in different ways. It's wise to let the kind of story you are reading influence your plans for thinking about characters in your novels (Session 3).**
- **S: Readers create and share plans for the reading work they will do tonight and how they will capture their thinking in their notebooks.**
- **HW: Readers continue to read particularly with knowledge of their genre, series, or author in mind. They also continue to capture their best thinking about characters in their notebooks.**

4. **It's easy to sympathize with protagonists, or main characters, and want to defend them. Perceptive**

- **Readers attend to the reading and thinking work that the text demands they do**
- **Readers continue to use the character analysis strategies they learned in the first bend**
- **S*: Readers share some of their initial thoughts about the settings in their books. They ground their conversations in details from the text.**
- **HW**: Readers select passages from their books in which the setting seems particularly important. Then, they write about how they think the setting is affecting the characters.**

10. **When you think about setting, it is helpful to pay attention to the author's specific language. This helps you grasp the mood, atmosphere, norms, tempo of the place. Those things can matter in deep and hidden ways to a character (Session 10).**
- **S: Readers prompt one another in ways that help them deepen their thinking about especially intriguing parts of their novels.**
- **HW: Readers pay special attention to setting details as they are reading and extend their thinking about these details by writing in their notebooks.**

11. **When characters seem torn, when they're acting one way on the outside and a different way on the inside, it's sometimes because they're being pulled in different directions. You can consider ways the pressures of a place might be pulling them away from their inner compass (Session 11).**
- **S: Readers share passages that seems particularly important and ask themselves, "Why did the author include this part? What about it is so important to the story?"**
- **HW: Readers continue to read with high volume, using strategies to analyze characters and settings.**

12. **Readers come to realize that the setting in a story can keep changing, psychologically even if not physically. They trace the setting over time, investigating how the nature of the place shifts, and how these shifts affect characters (Session 12).**

- **Readers continue to use the character and setting analysis strategies they learned in the first two bends**
- **S*: Readers consider how to use their tools (e.g. Post-its and notebooks) to help them trace the ideas about motifs across a story.**
- **HW**: Readers begin to collect evidence to support motifs across their books.**

17. **One way that readers might move from motifs to identifying possible themes in stories is to ask themselves, "What does the author suggest about this motif?" Then, they develop a theme statement (Session 17).**
- **S: Readers discuss specific themes that tend to come up repeatedly in specific genres.**
- **HW: Readers weigh and evaluate which themes seem most important in their novels. They write in their notebooks about why the seemingly most important theme matters.**

18. **Once you have an idea for a theme in the story, you can look to see whether the author has written the story in a way that advances that theme. One way to do this is to search for symbolism--objects or moments that take on special significance and help develop the theme (Session 18).**
- **S: Partners reflect on their reading lives together, self-evaluating and setting goals.**
- **HW: Readers read on in their books looking for possible symbols and considering how these symbols might reflect possible themes.**

19. **Readers take charge of their work time, including the work they do together. They mull over options, and then ask themselves, "What's most worth thinking about?" Then, they design their work together (Session 19).**
- **S: Partners put their study plans into action and make the most of their time together.**
- **HW: Readers follow up on their partner work, looking for evidence to support or refute what they discussed as well ass gather fresh ideas for their future conversations.**

readers, though, realize that complex characters (like real people) have parts of them that are less likeable (Session 4).

- S: Partners reflect on their most compelling notebooks entries, asking themselves, "How am I using my notebook in innovative ways, to deepen my thinking?"
- HW: Readers challenge themselves to read twenty to thirty pages in a sitting, and then use their reading notebooks to capture their best thinking about their characters.

5. **Read-Aloud ("Popularity" by Adam Bagdasarian):** Readers weigh a character's various traits knowing that often in stories, certain traits matter more than others because they influence what happens in the story (Session 5).

- **Skill Work:**
    - **Recognizing which of a character's traits influences the events in the story**
    - **Revising theories about characters and their traits given new text evidence**
    - **Providing textual evidence to support theories**
- S: Readers use the anchor chart, their knowledge of genre, and their partners to help them plan their homework for tonight.
- HW: Readers follow through on the reading homework plans they created during today's "Share" session.

6. **The strongest writing about reading actually lifts the level of your thinking about the book. Whenever you pause in your reading to do some writing, it helps to think about how you want to capture not your first thinking but your best thinking (Session 6).**

- S: Readers study their classmates' writing about reading in a gallery walk, taking notes for the moves they might try in their own notebooks.
- HW: Readers continue to read with high volume, thinking deeply about characters and work on the writing about reading goals they set today.

- S: Partners share their recent thinking work from their notebooks and give each other feedback on the types of work they see each other trying.
- HW: Readers reflect on the work they are doing as readers, challenging themselves to set goals for their future reading work.

13. **Read-Aloud ("The Fight" by Adam Bagdasarian):** Whenever characters begin to think and act alike, it can be a force for great good, or a force for evil, in books and in the world. Readers are alert, then, to the influence of group dynamics in a place, and the effect it may have on individual characters (Session 13).

- **Skill Work:**
    - **Readers recognize both how groups can influence characters and characters can influence groups**
    - **Readers weigh which has the greatest influence in their books: group dynamics, a single "bad apple," or a good leader**
    - **Readers attend to the reading and thinking work that the text demands they do**
- S: Readers share their reading work with classmates other than their partners, looking for ways that they can add to or deepen their reading plans for tonight.
- HW: Readers set their own homework, drawing on all of the strategies they have learned for analyzing characters and settings to think in ways that match what is happening in their books.

14. **One way that the setting may change in a narrative is that the time may change, often bringing in backstory to develop the character. Perceptive readers are alert to time changes and ask themselves, "How does this backstory add to my understanding of this character?" (Session 14)**

- S: Readers notice when authors subtly shift time in texts by using verb tenses.

20. **Read-Aloud ("Thank You, M'am" by Langston Hughes):** Readers participate in a repertoire read-aloud where they ask themselves, "What thinking work does this text want me to do?" (Session 20).

- **Skill Work:**
    - **Readers decide what type of analysis to do at certain parts of the text, including analysis of:**
        - **character traits**
        - **pressures on characters**
        - **less likeable sides of characters**
        - **motifs**
        - **lesson, messages, themes**
        - **influences of the group and the individual**
        - **the psychology of setting**
        - **symbolism**
        - **relating lessons to our own lives**
        - **author's craft**
- S: Readers give each other tours of the thinking work their own books invite. They ask each other for explanations, give each other specific compliments, and notice how they are applying reading work in interesting ways.
- HW: Readers read, noticing when their story seems to particularly suggest some important thinking work. They also notice if the story seems to suggest thinking work that they haven't done in class.

21. **Readers participate in reflection and agency centers to reflect upon and celebrate the growth they have made as readers in this unit (Session 21).**

- S: Partners reflect on what they are the happiest about in terms of their reading growth. They also discuss how they will hold onto this work going forward.

*Share
**Homework

RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7. **Characters have reasons for the things they do and the ways they are. It's helpful for a reader to ask, "What pressures might there be on this character? Do those pressures help me understand the character's actions and decisions" (Session 7)?**

- **S: Partners listen and question in ways that "pressure" each other to deepen their thinking about their reading.**
- **HW: Readers question and deepen their own thinking by writing long in their notebooks.**

8. **When you reach the ending of a book, it is not unlike reaching the summit of a mountain climb. The ending of a book gives you perspective. It's valuable to linger there for a bit, and to look back on the trail you and the characters have traveled, seeing the whole of it (Session 8).**

- **S: Readers think about and discuss how they can apply their deep study of characters to how they think about people in their own lives.**
- **HW: Readers reflect what they have learned so far in this unit, what new reading strengths they have-- what new insights into characters in books and people in their lives.**

*Share
**Homework

RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.5: . Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.

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

- **HW: Readers continue to notice and mark places in their books when time changes. They also prepare for tomorrow's notebook gallery walk and reading log analysis.**

15. **Readers look for ways to reflect on how they are becoming more powerful thinkers. One window into their thinking will be the writing they do about reading. Sharing that writing about reading will be one way to share their thinking and to inspire other readers with ways to deepen their thinking and notebook work (Session 15).**

- **S: Partners use their reading logs to reflect upon their reading lives, setting goals for their future work.**

*Share
**Homework

RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5: . Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.

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

RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5: . Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.

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

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

Interdisciplinary Connections:

Visual and Performing Arts/ Theatre-
1.1.8.C.3 Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.

Differentiation
- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Assessment
Observations
Partner Talk
Small Group Sessions
Reading Conferences
Reading Logs
Writing About Reading

Resources
-*Units of Study for Teaching Reading: A Deep Study of Character,* Ehrenworth *(2017); A Common Core Workshop Curriculum,* Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2014
Suggested Texts: "Popularity" (Bagdasarian); "The Fight" (edited version) (Bagdasarian); "You Belong With Me" music video by Taylor Swift (edited version); "Thank You, M'am" (Hughes)

21st Century Themes	21st Century Skills
☐ Global Awareness	☒ Critical Thinking and Problem Solving
☐ Environmental Literacy	☒ Creativity and Innovation
☐ Health Literacy	☒ Collaboration, Teamwork, and Leadership
☐ Civic Literacy	☒ Cross-cultural and Interpersonal Communication
☐ Financial, Economic, Business, and Entrepreneurial Literacy	☒ Accountability, Productivity, and Ethics

8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
☐ 8.1.A Technology Operations and Concepts	☐ 8.2.A The Nature of Technology: Creativity and Innovation
☒ 8.1.B Creativity and Innovation	☐ 8.2.B Technology and Society
☒ 8.1.C Communication and Collaboration	☐ 8.2.C Design
☒ 8.1.D Digital Citizenship	☐ 8.2.D Abilities for a Technological World
☐ 8.1.E Research and Information Fluency	☐ 8.2.E Computational Thinking: Programming
☒ 8.1.F Critical Thinking, Problem Solving & Decision Making	

Career Ready Practices

☐ CRP1.   Act as a responsible and contributing citizen and employee

☒ CRP2.   Apply appropriate academics and technical skills

☐ CRP3.   Attend to personal health and financial well-being

☒ CRP4.   Communicate clearly and effectively with reason

☐ CRP5.   Consider the environmental, social and economic impacts of decisions

☒ CRP6.   Demonstrate creativity and innovation

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☐ CRP9.   Model integrity, ethical leadership, and effective management

☐ CRP10.   Plan education and career paths aligned to personal goals

☒ CRP11.   Use technology to enhance productivity

☐ CRP12.   Work productively in teams while using global cultural competence

Grade Six Writing Unit 3: The Literary Essay

Essential Questions:

-How do writers structure essays in ways that will support their arguments?

-How do writers craft claims and gather effective evidence for their essays?

-How do writers craft compelling introductions and conclusions for their essays?

-How do writers craft essays that compare and contrast two pieces of literature?

-How do writers transfer all they know about writing literary essays to on-demand situations?

Skills/Knowledge:

-Writers will construct essays using a predictable structure.

-Writers will gather evidence to support their claims.

-Writers will embed evidence within their essays using transitional phrases.

-Writers will explain how their evidence connects with their claim.

-Writers will acknowledge and refute counterarguments in their essays.

-Writers will support their claims by quoting accurately from the text.

-Writers will craft compelling introductions and conclusions for their essays.

-Writers will craft essays that compare and contrast aspects of two pieces of literature.

-Writers will compare and contrast the craft moves that authors use in two pieces of literature.

-Writers will apply all they know about writing literary essays in on-demand situations.

Goal #1: Writers draft strong literary essays about characters by crafting claims and collecting textual evidence.	Goal #2: Writers craft theme-based literary essays, striving to elevate the complexity of their writing.	Goal #3: Writers use all they have learned about writing literary essays to craft compare-and-contrast essays.	Goal #4: Writers transfer all they know about the qualities of strong argument essay writing to on demand situations. Writers also analyze author's craft in their literary essays.
Mini-Lessons & Standards	**Mini-Lessons & Standards**	**Mini-Lessons & Standards**	**Mini-Lessons & Standards**
1. *Note: This first session is not a typical minilesson. Instead it takes the form an essay structure boot camp*. **When writing an essay, it can help to start with a clear sense of the structure in which you'll be writing, and then you almost pour your content into that structure, changing the structure around if the content requires you do so (Session 1).** ● **MWT*: Writers reread to make sure their essay flash-drafts have paragraphs**	8. **Often the life lessons that *a character learns* are the life lessons that the author hopes that *readers* will learn. To figure out what those life lessons might be, it helps to look more closely at the troubles characters face, and how they get in the way of what the character wants, asking, "What lessons does the character learn from all of this?" (Session 8)**	13. *Note: Students will participating in inquiry centers during today's work session.***Writers can compare and contrast by putting two subjects side by side and asking, "How are they similar? How are they different?" Then, they write in an organized way (Session 13).**	*I imagine this last goal to focus on getting students to transfer what they learned about literary essay writing to shorter, quicker essays, like the responses they might be expected to produce on the PARCC test. You may want to do a shared writing piece as a first lesson in this bend so that students get a clear picture of what their responses might look in the end. You may also want students to cycle through this work with several tasks, with each of their responses becoming successively higher in*

and that each paragraph has a beginning, middle, and end.
- **S**: Writers review and annotate their essays with a partner, making suggestions for how they might improve their work.**
- **HW***: Writers continue reflecting on their flash-drafts and then write a new, revised draft. Students also decide upon and reread a familiar story that they would like to analyze during tomorrow's session.**

2. **To get big ideas about texts--and eventually grow those ideas into a literary essay--it pays to notice important details the author has included about the character and then to reflect on the author's purpose for including a detail, and to jot down those thoughts (Session 2).**
- **MWT: As writers continue to read on in a story and to write, think, and grow their ideas, they add on to their entries to include how their thinking about a character is changing.**
- **S: Writers discuss their thinking about texts with partners, working together to grow even better ideas.**
- **HW: Writers have a dialogue about their ideas on the page, pushing themselves to deepen their thinking. They also continue to annotate and write entries about their stories to prepare for tomorrow's session.**

3. **When literary essayists are writing about characters, one way they make their ideas more powerful, more intriguing, is by looking beyond the obvious details about the characters to think about what motivates them--to figure out what the character really wants from other people and from life (Session 3).**

- **MWT*: Writers revise their claims to make them more precise and compelling.**
- **S**: Writers help one another how they will structure their theme-based literary essays.**
- **HW***: Writers collect evidence for their them-based claims so that they can draft their essays during tomorrow's session.**

9. **When essayists sit down to draft, they draw on everything they know about writing essays, and they often draft quickly, piecing together all the necessary parts--their ideas and their evidence--into a logical structure (Session 9).**
- **MWT: Writers refer to a mentor essay in order to reflect upon and set goals for their own writing.**
- **S: Writers refer to the Argument Writing Checklist (either the Grade 5 or Grade 6 version) to identify ways in which they would like to revise their essay drafts.**
- **HW: Writers finish drafting their essays and use the Argument Writing Checklist to revise on the fly.**

10. **Writers set out to revise their essays in a number of ways, including revising their introductions. When literary essayists write introductions, they often lead with a universal statement about life and then transition to the text-based claim itself, by narrowing their focus to the particular story they are writing about (Session 10).**
- **MWT: Writers continue to revise their essays, noticing if they have incorporated academic, literary language into their writing.**
- **S: Writers craft conclusions for their essays, recognizing that they are one**

- **MWT*: Writers can group their comparisons under the umbrella of an idea.**
- **S**: Writers help construct a chart itemizing tips for comparing and contrasting.**
- **HW***: Writers continue to write compare and contrast entries about objects in their lives.**

14. **Essayists bring all of their skills to compare-and-contrast essays--by comparing what is similar and contrasting what is different about the themes in different texts (Session 14).**
- **MWT: Writers refer to a mentor compare-and-contrast literary essay to mind for strategies that they could try in their own writing pieces.**
- **S: Writers revise their introductions to include literary language.**
- **HW: Writers complete their compare-and-contrast essay drafts.**

15. **Essayists ask, "What do I already know--and what resources can I use--that will help me do this revision work well?" Then they hold themselves accountable for drawing on all they've learned before as they revise their drafts (Session 15).**
- **MWT: Strong writers always notice when their writing isn't working, and they do whatever it takes to fix it.**
- **S: Writers study each other's pieces and offer each other constructive feedback based**

quality. Maybe students will transfer all they know by completing a new task every other day or so. Then, they can revise that piece for a day or two using the new strategies you teach before moving on to another task. Depending on how you structure this bend with different amounts of tasks, you may want/need to reorganize these teaching points. In the last lesson, students complete a Literary Analysis Task from start to finish. You may want this final on-demand task to be the district's post-assessment task.

18. **Before reading the texts of a literary analysis task, writers dissect the task (the question itself) and ask, "What is this task asking me to do?" (*It is not asking you to summarize the texts!) Then, while they are reading the passages, writers gather the evidence that they will use in their essays.**
- **MWT*: After dissecting the task, reading the passages, and gathering evidence, writers quickly craft a thesis statement. Writers may use some of the thesis templates from earlier in the unit, or they may notice that most or all of thesis is written in the task itself.**
- **S**: Before they start writing, writers pre-write by making quick boxes and bullets outlines of their essays**

19. **Writers bring forward all they know about writing effective literary essays each and every time they write within the genre. Writers use their pre-writing outlines to draft their essays long and strong.**
- **MWT: Writers remember that whenever they use textual evidence, they must then explain,**

- **MWT: Writers often use thought prompts to help them elaborate upon their thinking about characters.**
- **S: Writers study a classmate's "mentor entry" in order to discover ways they could add to or revise their own entries.**
- **HW: Writers continue to study mentor entries to find new ways of thinking about characters. They also write to grow their ideas.**

4.   When literary essayists write about a character, they work hard to come up with an idea, a claim, that captures the whole of that person so the claim (or thesis statement) is big enough to think and write about for a while and can maybe even become the central idea of the entire essay (Session 4).
- **MWT: Writers plan out how they expand their claims into an essay by planning boxes and bullets and by finding evidence from the text.**
- **S: Writers refer to a mentor essay to help them decide how they will add evidence to their own essays.**
- **HW: Writers go back to the text, writing long about passages that they will use as evidence in their essays.**

5.   When writing a literary essay, after developing a text-based claim, essayists reread the text through the lens of the claim, searching for the most compelling evidence that can support it. Essayists quote some parts of the text, story-tell other parts, and summarize yet other parts, but one way or the other, they collect evidence (Session 5).
- **MWT: Writers can use appositives to embed evidence into their essays and provide the reader with extra information.**
- **S: Essayist's claims often evolve during the process of collecting evidence. They**

of the most important parts of their essays.
- **HW: Writers draft a number of conclusions that will leave their readers with new ideas to consider or something to think about.**

11.   Essayists know that the words of a text matter, and they make careful decisions, choosing powerful quotes or parts of quotes to support their thinking (Session 11).
- **MWT: When quoting, writers as themselves, "Do I understand this part of the text the way it was intended?" and "Am I quoting in a way that the meaning is also clear to the reader?" By asking these questions, writers make sure that they are using a quote in its proper context.**
- **S: Writers search for gaps in their essays and are sure to fill them in with additional explanation or analysis.**
- **HW: Writers continue to revise their essays by finding and filling the gaps in their writing.**

12.   *Note: This session is not a typical minilesson or work session. Instead, students will be participating in editing inquiry centers.* Writers learn new strategies for editing their essays by participating in editing inquiry centers (Session 12).
- **MWT: Writers make sure to bring to bear everything they have learned about conventions and spelling and grammar when editing their pieces, working to make their pieces as perfect as they know how to make them.**

on all that they have learned about strong essay writing.
- **HW: Writers continue to revise their essays based on their own reflection and their partner's feedback.**

16.   Writers know that there is nothing worse than a sentence that goes on too long or stops short. It's like a song with an irregular beat. It is the job of the editor to fix that. One thing writers can do is look for words that are used instead of periods (Session 16).
- **MWT: Writers ask one another to edit their pieces through different lenses.**
- **S: Writers share some before and after sections from their writing to highlight the conventions moves they have been working on.**
- **HW: Writers finish revising and editing their essays to prepare for tomorrow's celebration.**

17.   Students celebrate the growth they have made as writers so far in this unit (see pages 150-151 for celebration ideas) (Session 17).

*Mid-workshop teaching
**Share
***Homework

W.6.1: Write arguments to support claims with clear reasons and relevant evidence.
a. Introduce claim(s) and organize the reasons and evidence clearly.
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and

or unpack, how that evidence supports the overall thesis.
- **S: Writers must shift between being a writer and a reader, especially when they are writing on demand, clarifying, editing, and revising as they go. They also remember to use transitional words and phrases between and within paragraphs to glue together the parts of their essays.**
- **HW***: Writers use mentor texts, the charts in the room, and Argument Writing Checklists to self-assess that they are using all they know about literary essay writing in their on-demand responses.**

20.   Writers raise the level of their literary essays by analyzing the craft moves authors use to assert a theme or achieve a specific literary goal (see session 18 in *A Deep Study of Character* for Narrative Writing Technique/Goal Cards that might prove useful to review for this session).
- **MWT: Readers compare and contrast authors' craft across texts with similar themes.**
- **S: Writers analyze how authors use point of view to develop the same theme differently in different texts.**
- **HW: Writers use mentor texts, the charts in the room, and Argument Writing Checklists to self-assess that they are using all they know about literary essay writing in their on-demand responses.**

21.   Writers use all they know about literary essay writing to complete a Literary Analysis Task on

often must reconsider their initial claim in light of the evidence they collect.

- **HW: Writers prepare for tomorrow's session by making sure they have gathered all of the "ingredients" they will need to write their essays (see page 53 for a list).**

6. *Note: This session is not a typical minilesson. Instead, it takes the form of an inquiry lesson.* **Writers research the inquiry question: What makes for a good literary essay? And what, exactly, does a writer do to go from making a claim and collecting evidence to actually constructing an essay (Session 6)?**

- **MWT: Writers use transitional phrases to glue together the parts of their essays.**
- **S: Writers use the Grade 5 Argument Writing Checklist to self-assess what they have drafted so far and to set goals to aspire to as they continue writing.**
- **HW: Writers continue to use the checklist to self-assess and set goals.**

7. **When an essayist makes a claim and includes evidence to support that claim, that alone doesn't convince readers that the claim is justified. Essayists often revise their essays to make sure they explain why (and how) the evidence connects with, or supports, the claim (Session 7).**

- **MWT: Essayists consider counterarguments to their claims and include rebuttals to those counterarguments in their essays.**
- **S: Writers share their essays with their partners. Partners use the Argument Writing Checklist to provide feedback.**
- **HW: Writers share their essays with family and friends. They also use the checklist to set goals for the their future essay work.**

- **S: Writers continue to use all of the strategies they know to edit their essays.**
- **HW: Writers continue to edit their essays and produce clean copies of them.**

*Mid-workshop teaching
**Share
***Homework

W.6.1: Write arguments to support claims with clear reasons and relevant evidence.
a. Introduce claim(s) and organize the reasons and evidence clearly.
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.

W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)

W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources

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demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.

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

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

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demand (possibly the district Literary Analysis post-assessment).

*Mid-workshop teaching
**Share
***Homework

W.6.1: Write arguments to support claims with clear reasons and relevant evidence.
a. Introduce claim(s) and organize the reasons and evidence clearly.
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.

W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)

W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

*Mid-workshop teaching **Share ***Homework W.6.1: Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.) W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evide*	*W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). W.6.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*		*W.6.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

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

Interdisciplinary Connections:

Visual and Performing Arts/ Theatre-

1.1.8.C.3 Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.

Differentiation
- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess, and modify if necessary to address the specific needs of the learner.
- Students will write authentic pieces at their independent and instructional levels.
- The teacher will individually conference with each student to address specific needs of the writer.

Assessment

Observations

Unit Pre- and Post-Prompts

Writing Conferences

Writing Pieces

Scored Published Piece (using appropriate rubric)

Resources

-Various mentor texts and level-appropriate trade books

-Teacher Writing Journal filled with stories he/she is working on

-*Units of Study in Argument, Information, and Narrative Writing: Grade 6*, *A Common Core Workshop Curriculum,* Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2014

-Suggested Texts: "Raymond's Run," other familiar short literary texts

21st Century Themes	21st Century Skills
☐ Global Awareness	☒ Critical Thinking and Problem Solving
☐ Environmental Literacy	☒ Creativity and Innovation
☐ Health Literacy	☒ Collaboration, Teamwork, and Leadership
☐ Civic Literacy	☒ Cross-cultural and Interpersonal Communication
☐ Financial, Economic, Business, and Entrepreneurial Literacy	☒ Accountability, Productivity, and Ethics

8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
☐ 8.1.A Technology Operations and Concepts ☒ 8.1.B Creativity and Innovation ☒ 8.1.C Communication and Collaboration ☒ 8.1.D Digital Citizenship ☒ 8.1.E Research and Information Fluency ☒ 8.1.F Critical Thinking, Problem Solving & Decision Making	☐ 8.2.A The Nature of Technology: Creativity and Innovation ☐ 8.2.B Technology and Society ☐ 8.2.C Design ☐ 8.2.D Abilities for a Technological World ☐ 8.2.E Computational Thinking: Programming

Career Ready Practices

☐ CRP1.   Act as a responsible and contributing citizen and employee
☒ CRP2.   Apply appropriate academics and technical skills
☐ CRP3.   Attend to personal health and financial well-being
☒ CRP4.   Communicate clearly and effectively with reason
☐ CRP5.   Consider the environmental, social and economic impacts of decisions
☐ CRP6.   Demonstrate creativity and innovation
☐ CRP7.   Employ valid and reliable research strategies
☐ CRP8.   Utilize critical thinking to make sense of problems and persevere in solving them
☐ CRP9.   Model integrity, ethical leadership, and effective management
☐ CRP10.   Plan education and career paths aligned to personal goals
☒ CRP11.   Use technology to enhance productivity
☐ CRP12.   Work productively in teams while using global cultural competence

Grade Six Reading Unit 4: Tapping the Power of Nonfiction

Essential Questions:
-How do readers ask questions and grow ideas while reading nonfiction texts?
-How do readers determine the central idea(s) in a nonfiction text?
-How do readers analyze how parts of a text fit its overall structure or meaning?
-How do readers build their own background knowledge on a topic they are researching?
-How do readers synthesize information across sources on the same topic?
-How do readers analyze informational texts through a critical lens?

Skills/Knowledge:
-Readers will preview and orient themselves to nonfiction texts before reading.
-Readers will use a number of strategies to determine the central idea(s) in a text.
-Readers will revise their original thinking about a text's central idea(s) as they continue reading.
-Readers will analyze how specific parts of a text fit into the overall structure or contribute to the central idea.
-Readers will use a number of strategies to build their own background knowledge on a topic.
-Readers will synthesize information across multiple sources on the same topic.
-Readers will get to know the key vocabulary associated with their research topics.
-Readers will grow their own ideas as they learn from informational texts.
-Readers will identify and independently solve the problems they face when researching online and reading complex texts.
-Readers will analyze an author's point of view and how they conveyed that point of view in the text.
-Readers will further analyze and evaluate texts that seem to present contradictory information.

Goal #1: Readers analyze nonfiction texts in book clubs, specifically by determining the central idea.	Goal #2: Readers investigate topics with research groups, synthesizing across texts on that topic.	Goal #3: Readers research a new topic with greater independence while learning to read critically.
Mini-Lessons & Standards	**Mini-Lessons & Standards**	**Mini-Lessons & Standards**
1. <u>Read-Aloud (*Fast Food Nation* by Eric Schlosser):</u> Readers make the most of nonfiction texts by orienting themselves to the text (Session 1). • Skill Work: • Previewing and orienting to nonfiction texts • Generating ideas and questions while reading nonfiction texts (especially in "front matter," or the beginning, of books) • S*: Clubs share the fascinating details they have read in their books and share the thinking they have been doing about those details.	8. <u>Read-Aloud ("So what is genetic engineering?" [see link in online resources]):</u> Readers work to build their own background knowledge when researching a new topic (Session 8). • Skill Work: • Building background knowledge on a research topic by looking for repeated subtopics across texts • Building background knowledge by reading easier overview texts on the topic first • Teaching others what you have learned about a topic as a way of solidifying what you know	16. Whenever readers begin researching something new, they have to be in charge of their own learning. They have to draw on all they know about reading and research to make a plan for their new research project, and then put that plan into action (Session 16). • S*: Readers self-assess and set goals for their future research work. • HW**: Readers work towards their research goals while jotting some new questions they are developing about their topics.

- HW**: Readers continue to "read to be fascinated," generating questions and growing ideas as they read.

2. The quality of book-club conversations has everything to do with what readers bring to talk about. Before readers can have a really rich conversation, they have to notice something significant, something provocative, and then mull it over in their minds, doing some thinking to prepare (Session 2).
- S: Readers hold powerful book-club conversations.
- HW: Readers search the text AND the text features for significant parts that they could bring to their book clubs.

3. Nonfiction readers work hard to determine a text's central ideas. One way they do this is to notice important details in the text and then to look across those details and think, "How do these details fit together?" (Session 3)
- S: Readers discuss their reading volume with their club members and then continue to discuss their big ideas from their reading.
- HW: Readers keep track of the central ideas they are finding in their books, as well as the strategies they are using to determine those central ideas.

4. In complicated nonfiction books, just like in complicated stories, central ideas only reveal themselves over time. Experienced readers, therefore, are alert to new details, and they rethink their first ideas in light of new evidence (Session 4).
- S: Readers develop methods for keeping track of their ever-evolving thinking about the central ideas in their books.
- HW: Readers set aside just a couple of minutes to jot some powerful notes that will support their future club conversations.

5. Nonfiction readers know that authors embed stories for a reason. Nonfiction readers therefore pay careful attention to the stories to determine how they carry an author's central ideas (Session 5).

- S*: Readers work with their clubs to generate a list of subtopics that repeat across their research texts. They also teach each other what they have learned so far about those subtopics.
- HW**: Readers work to build their background knowledge about their research topics. They take notes, jotting down central ideas and key vocabulary words as they read.

9. When readers start a new project, they aren't starting over totally from scratch. No way! Instead, they draw on all they know to tackle that new project. They can use all they've learned about reading nonfiction chapter books to help the more confidently read in their text sets (Session 9).
- S: Readers check that they are spending the majority of time reading texts that are just right for them. If they find that what they are reading is too hard, they save that text for later and focus on an easier text.
- HW: Readers continue to research their topics, drawing on all they have learned about making the most of their nonfiction reading.

10. One way readers hold on to any text is to summarize it. To do this, it helps to read a chunk of text thinking, "What's most essential here?" and then to reduce the text to just the most essential points. Usually that includes the central and main ideas and a few of the most important details (Session 10).
- S: Readers self-assess their summaries and set goals for their future work.
- HW: Readers stop to summarize a few of the texts they read as they continue their research.

11. Nonfiction readers synthesize their previous learning with their new learning to form new insights. As they read new texts on their topic, they ask, "Does this fit with, extend, or contradict what I've read earlier?" Then, they incorporate what they learned into their notes (Session 11).
- S: Readers work together to synthesize across texts as they discuss with their reading clubs.
- HW: Readers continue to synthesize across texts as they read.

17. Readers conduct an inquiry to explore the question, "What are the biggest challenges that we face when researching online? How do we solve those challenges?" (Session 17)
- S: Readers share the problems they encountered during their online research, and possible solutions to those problems, with their clubs and their classmates.
- HW: Readers continue to conduct research on their topics using a variety of sources.

18. Read-Aloud ("Scientists Make a Better Potato" by Keith Ridler): Readers study an author's point of view and how it is conveyed in the text (Session 18).
- Skill Work:
  - Readers identify the techniques authors use to convey a point of view
  - Readers will identify an author's point of view and provide evidence for their thinking
  - Readers will quickly summarize informational texts
- S: Readers share the techniques they noticed authors using to convey their points of view and how these techniques impacted them as readers.
- HW: Readers continue to conduct research, paying special attention to the authors' points of view as they read.

19. When readers notice texts that contradict one another in big or small ways, they can't just say, "Hmm, that's interesting," and then put those texts aside. Instead, they analyze the texts and decide which is more trustworthy (Session 19).
- S: Research groups lead their own discussions and/or "assignments" during today's share.
- HW: Research organize their notes and conduct any further research necessary to prepare for tomorrow's TED-style talks.

20. Students prepare and deliver TED-style talks on their research topics, keeping in mind the key components to giving an engaging presentation (Session 20).

- **S: Club members brainstorm other texts (print and digital) that they might be able to read/view that would teach them more about their topics.**
- **HW: Readers search for additional texts to help them learn more about their topics. They set aside a minute or two to record some of their new thinking.**

6.   Nonfiction readers know that even ideas, events, and people that initially might seem insignificant are often linked to central ideas in the text. One way to think about this is by asking, "How might this part fit with what came before?" (Session 6)

- **S: Clubs study their writing about reading and provide one another with feedback.**
- **HW: Readers trace the development of ideas, events, and individuals across the text.**

7.   Whenever readers want to outgrow themselves, it helps for them to pause and take stock. One way readers do this is they look over all they've learned and ask, "Am I doing these things when the book calls for them?" Then, they set goals to further lift the level of their work (Session 7).

- **S: Readers preview some of the topics they can choose to study in the next bend of the unit.**
- **HW: Readers continue to work on their reading goals. They also do a bit of reading and thinking in order to choose a research topic for the next bend in the unit.**

*Share
**Homework

RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

12.   Once readers are in a text, they sometimes need to go outside of it to deepen their comprehension of tricky parts. Specifically, it can help them to turn to texts that might be easier, explanatory, or provide follow-up information that's missing in the text (Session 12).

- **S: Readers continue to build up their background knowledge on their topics by collaborating with and teaching others in their research groups.**
- **HW: Readers continue to use all of the strategies they have learned for learning from informational texts and make sure to turn to outside sources if and when they encounter tricky parts.**

13.   Nonfiction readers work to know the vocabulary of their topic, since the vocabulary is intricately linked to the key concepts in the text. One way they do this is by sorting and re-sorting the words of their topic. Then, they talk about the words in different ways, considering ways the words fit together (Session 13)

- **S: Readers work with their research clubs to sort and re-sort the key vocabulary words related to their research to develop a deeper understanding of the topic.**
- **HW: Readers push themselves to use the lingo of their topics in both their notetaking and their conversations.**

14.   When readers read nonfiction, they can't just accept the central ideas and facts authors teach them at face value. They also have to be reading to grow their own ideas about their texts, to develop their own theories about their topic (Session 14).

- **S: Club members work together to help each other develop and deepen their ideas.**
- **HW: Readers conduct last-minute research on their topics.**

15.   Research groups work together to curate specific text sets on their topics as a way of solidifying their learning and celebrating their growth as readers (Session 15).

- **S: Readers share out some of their reflections, not just about one another's topics but also about the unit as a whole.**

*Share
**Homework

RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue

RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

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

RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	• **S: Readers study their classmates' curated text sets and make lists of the new topics they would like to study in the next bend.**	
	*Share	
	**Homework	
RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.		
	RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	*RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.*	
RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	*RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).*	
	RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	
	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	
	RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	
	RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue	
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	RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

Interdisciplinary Connections:

Visual and Performing Arts/ Theatre-
1.1.8.C.3 Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.

Companion Standards
WHST.6-8.1. Write arguments focused on *discipline-specific content*.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Science
LS3.B: Variation of Traits

Math
MP.4 Model with mathematics. (MS-LS3-2)
6.SP.B.5 Summarize numerical data sets in relation to their context. (MS-LS3-2)

Social Studies Skills 5-8
Critical Thinking

Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information.

Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.)
Presentational Skills
Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

Differentiation
- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Assessment
    Observations
    Partner Talk
    Small Group Sessions
    Reading Conferences
    Reading Logs
    Writing About Reading

Resources
-*Units of Study for Teaching Reading: A Deep Study of Character,* Ehrenworth *(2017); A Common Core Workshop Curriculum,* Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2014
Suggested Texts: Fast Food Nation (Schlosser), "So what is genetic engineering?" tiki.oneworld.org/genetics/GE6.html, "The Battle Over GMOs" (Potenza), "Scientists Make a Better Potato" (Ridler)

21st Century Themes	21st Century Skills
☐ Global Awareness	☒ Critical Thinking and Problem Solving
☐ Environmental Literacy	☒ Creativity and Innovation
☒ Health Literacy	☒ Collaboration, Teamwork, and Leadership
☐ Civic Literacy	☒ Cross-cultural and Interpersonal Communication
☐ Financial, Economic, Business, and Entrepreneurial Literacy	☒ Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	**8.2 Technology Education, Engineering, Design & Computational Thinking - Programming**
☐ 8.1.A Technology Operations and Concepts	☐ 8.2.A The Nature of Technology: Creativity and Innovation
☐ 8.1.B Creativity and Innovation	☒ 8.2.B Technology and Society
☒ 8.1.CCommunication and Collaboration	☐ 8.2.CDesign
☒ 8.1.D Digital Citizenship	☐ 8.2.D Abilities for a Technological World
☒ 8.1.E Research and Information Fluency	☐ 8.2.E Computational Thinking: Programming
☒ 8.1.F Critical Thinking, Problem Solving & Decision Making	

Career Ready Practices

☐ CRP1.　　Act as a responsible and contributing citizen and employee

☒ CRP2.　　Apply appropriate academics and technical skills

☐ CRP3.　　Attend to personal health and financial well-being

☒ CRP4.　　Communicate clearly and effectively with reason

☒ CRP5.　　Consider the environmental, social and economic impacts of decisions

☒ CRP6.　　Demonstrate creativity and innovation

☒ CRP7.　　Employ valid and reliable research strategies

☒ CRP8.　　Utilize critical thinking to make sense of problems and persevere in solving them

☒ CRP9.　　Model integrity, ethical leadership, and effective management

☐ CRP10.　　Plan education and career paths aligned to personal goals

☒ CRP11.　　Use technology to enhance productivity

☐ CRP12.　　Work productively in teams while using global cultural competence

Grade Six Writing Unit 5: Research-Based Information Writing

Essential Questions:
-How do writers recognize the patterns within their research and use them to plan informational essays? -How do writers use structure to plan, organize, and add meaning to their information writing? -How do writers use a variety of details, quotations, and text features for different purposes in their writing? -How do writers bring their information writing to life? -How do writers reimagine and restructure their research to craft digital writing projects? -How do writers use all they know about information writing when writing in on-demand situations?

Skills/Knowledge:
-Writers will research to get an overview of a topic. -Writers will notice the patterns in their research and find evidence to support their thinking. -Writers will flash-draft research-based informational essays about a pattern they notice about a topic. -Writers will follow a trail of research to identify important subtopics to write about and to help them structure their information books. -Writers will use predictable structures to plan, organize, and add meaning to their writing. -Writers will craft their information books using a variety of details connected by transitions. -Writers will consider and evaluate the credibility of their sources. -Writers will write with detail to bring their topics to life. -Writers will select purpose text features to highlight important information and ideas in their writing. -Writers will use powerful quotations for a variety of purposes. -Writers will restructure their research to craft digital writing projects. -Writers will transfer what they have learned about information writing to on-demand situations.

Goal #1: Writers research, plan for, and draft research-based informational essays on a class topic.	Goal #2: Writers draft and revise information books on more focused topics.	Goal #3: Writers craft digital writing projects to share their expertise online.	Goal #4: Writers transfer what they have learned about research-based information writing to on-demand situations.
Mini-Lessons & Standards	**Mini-Lessons & Standards**	**Mini-Lessons & Standards**	**Mini-Lessons & Standards**
1. When you study a topic as a writer, you learn with pen in hand, not only taking in information, but also putting out responses to the information. The rhythm becomes like breathing: breathe in and breathe out; study and write, study and write (Session 1).	5. As writers pursue a research subject, the think, "What about this topic is important?" That question often leads you to focus on a part of your original topic and leads you along a trail of research (Session 5). • MWT*: Writers transfer lessons they learned earlier about	15. When writers begin a new project, they often study mentor texts to get a vision of the whole kind of writing. They also look at the smaller things an author has done in that genre or format. Then they use their insights to make	*I imagine this last goal to focus on getting students to transfer what they learned about research-based information writing to shorter, quicker essays, like the responses they might be expected to produce on the PARCC test. You may want to study some student responses from the PARCC released item bank as mentor texts as a first lesson in this bend so that students get a clear picture of what their responses might look in the end. You may also want students to cycle through this work with several*

- **MWT*:** Writers pause early in their research to organize their notes into chunks or subsections.
- **S**:** Writers continue to research a topic, studying the reactions of others to a subject in order to learn more about that person.
- **HW***:** Writers continue their research at home, working to familiarize themselves with their topic as quickly as possible.

2.	Before writers write about any subject, they first take in a broad cross section of information about that topic, making sure to read different kinds of materials from different kinds of sources. Writers write to explore the topic, often asking themselves these focussing questions: "What patterns do I notice? What are the important things to say about this overall topic?" (Session 2)
- **MWT:** Researchers remember to write, taking notes and writing to grow ideas, while they are reading to learn.
- **S:** Researchers study each other's notes to get ideas for how they might improve or revise their own.
- **HW:** Writers continue to research their topic, thinking especially about what they might teach others about what they are learning.

3.	When writers want to become an expert on a topic, they read, trying to build a mental model of the whole topic. This means that if they read about one example or one part of the topic, they think, "How does this go with what I

reading to learn and note-taking to their new research.
- **S**:** Writers chart the trails of their research and begin to think about how they might lay out the table of contents for their informational books.
- **HW***:** Writers continue to read up on their topics, keeping track of their trails of research and taking precise notes that they can share with their research coalitions.

6.	Writers of information books construct an image of the text they will write by envisioning several possible ways to use or combine essential structures into a working plan (Session 6).
- **MWT:** Writers revise their chapters for structure right from the start.
- **S:** Writers give each other compliments on their informational drafts and suggestions for revision.
- **HW:** Writers redraft their chapters to substantially improve them. They also conduct the research necessary to be prepared to write another chapter in class tomorrow.

7.	To write an information text well, the writer constructs the text not with airy words, but with solid bricks of information: with quotations, facts, anecdotes, numbers. The writer cements bricks of information together with ideas and transitions (Session 7).
- **MWT:** Writers use transition words to glue together the bricks of information in their chapters.

a blueprint for their own writing (Session 15).
- **MWT*:** Writers pause to envision and do a bit of planning around how their websites or digital slide shows might look.
- **S**:** Writers continue to try out other possible plans for their digital writing pieces, working with partners to help them revise and expand their visions.
- **HW***:** Writers decide upon a digital project and create a prototype of what information and text features their website or presentation will include and what structure it will take.

16.	When writers present their work digitally, with less room for text than a paper format, they ask themselves, "Out of all that I know, what's the most important to share right here, right now?" (Session 16).
- **MWT:** Writers revise quickly and often to insure that their digital projects will have a logical flow.
- **S:** Writers jot down extra information that they want to share with audiences into presentation notes.
- **HW:** Writers finish revising and planning their digital projects and continue to gather notes for their presentations.

17.	Writers create their digital projects, maintaining a rapid pace (Session 17).

tasks, with each of their responses becoming successively higher in quality. Maybe students will transfer all they know by completing a new task every other day or so. Then, they can revise that piece for a day or two using the new strategies you teach before moving on to another task. Depending on how you structure this bend with different amounts of tasks, you may want/need to reorganize these teaching points. In the last lesson, students complete a Research Simulation Task from start to finish. You may want this final on-demand task to be the district's post-assessment task.

19.	Before reading the texts of a Research Simulation Task, writers dissect the task (the question itself) and ask, "What is this task asking me to do?" Often, Research Simulation tasks are asking the reader not only to analyze the information presented in different texts on similar topics, but also to explain how the authors present this information similarly and differently or to compare the different purposes the authors had in writing their texts. After dissecting the task, writers read the passages, gathering the evidence that they will use in their essays.
- **MWT*:** After dissecting the task, reading the passages, and gathering evidence, writers quickly craft a thesis statement and/or a brief outline. Writers may use some of the predictable information writing structures they discussed earlier in the unit if it matches what the task is asking of them.
- **S**:** Before they start writing, writers pre-write by making quick boxes and bullets outlines of their essays, jotting down the quotations and other evidence that they will use in their essays.

20.	Writers bring forward all they know about writing effective information essays each and every time they write within the genre. Writers use their pre-writing outlines to draft their essays long and strong.

know about the whole topic?" (Session 3).

- **MWT: Researchers notice patterns as they are learning about a topic. When they see a pattern, they talk and read to see if they can find enough other examples of it to put it forward as an idea that they have about the topic in general.**
- **S: Writers start to develop an essay on a topic by creating parallel key points and finding evidence to support them.**
- **HW: Writers continue to develop their key points by finding text evidence to support them.**

4. **Writers often write an entire essay in a flash. To do this, it usually is important to settle on a structure, on a plan, beforehand. Writers can turn a boxes-and-bullets outline into fleshed-out paragraphs in short order (Session 4).**

- **MWT: Writers continuously refer to and cite text evidence as they are flash-drafting their essays.**
- **S: Writers use the information writing checklist to give each other feedback on their essay drafts.**
- **HW: Writers turn their partner's feedback into goals for their future writing.**

Mid-workshop teaching
**Share
***Homework

W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **S: Writers use logical structures to teach each other about their next chapters as a way of planning for their future writing and researching work.**
- **HW: Writers begin drafting their next chapters.**

8. **When you are researching to write information texts, you start not by reading. You start writing at least a flash-draft, and that draft then helps you know the specific bits of information you need so you can read, collecting that information. You collect the anecdotes, observations, images, facts, statistics, quotes that help you make the central points you want to make (Session 8).**

- **MWT: Researchers always carry a healthy amount of suspicion as they read sources. They work, sometimes conducting quick side research outside of their topics, to determine the credibility of a source.**
- **S: Writers share the information they are learning from their research with their coalition, using transitional phrases as they connect verbally connect a variety of details and evidence on their topics.**
- **HW: Writers revise their drafts of their third chapters.**

9. **Writing well often requires writing long. Anecdotes, stories, images, dialogue: these don't do well being squished together. When you write long, you can write with the details that bring a text to life, and those details are everything (Session 9).**

- **S: Writers discuss strategies and tips for delivering presentations.**
- **HW: Writers finish planning for and practicing their presentations.**

18. **Writers celebrate their growth as writers by presenting their digital projects to small groups (Session 18).**

- **S: Writers reflect upon their growth as writers and activists in this unit and write brief mission statements for how they might continue this work in the future.**

Mid-workshop teaching
**Share
***Homework

W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate transitions to clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style.
f. Provide a concluding statement or section that follows from the information or explanation presented.

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

- **MWT: Writers remember that whenever they use textual evidence, they must lead into the evidence with a transitional phrase and guide out of the evidence by explaining, or unpacking, how that evidence supports the overall essay..**
- **S: Writers must shift between being a writer and a reader, especially when they are writing on demand, clarifying, editing, and revising as they go. They also remember to use transitional words and phrases between and within paragraphs to glue together the parts of their essays.**
- **HW***: Writers use mentor texts, the charts in the room, and Information Writing Checklists to self-assess that they are using all they know about information essay writing in their on-demand responses.**

21. **Writers raise the level of their information essays by analyzing and comparing the evidence and craft moves authors use to support a certain idea, convey a specific purpose, or achieve a particular literary goal.**

- **MWT: Writers can generate introductions to their short information responses quickly by using a predictable format:**
- **Hook (e.g. a question, a list, an exclamation)**
- **Definition/background information/summary**
- **Stating the topic**
- **S: Writers can generate conclusions to their short information responses quickly by using a predictable format:**
- **Hook**
- **Restating the topic**
- **Leaving a lasting impression**
- **HW: Writers use mentor texts, the charts in the room, and Information Writing Checklists to self-assess that they are using all they know about information essay writing in their on-demand responses.**

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate transitions to clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style.
f. Provide a concluding statement or section that follows from the information or explanation presented.

W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)

W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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

W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources

W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms

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- **MWT: Writers bring their topics to life by bringing out the exact words that people say.**
- **S: Writers self-assess and give each other feedback using the Information Writing Checklist.**
- **HW: Writers make decisions about their plans for writing and revising in order to stick to their publishing deadlines.**

10.   Beyond clear and correct, it is also powerful to know how to make your sentences complex. One way to lift the level of your sentence complexity is to rewrite patches of your writing so that your sentences resemble mentor sentences (Session 10).

- **MWT: Writers check for pronoun agreement as they are editing their chapters.**
- **S: Partners edit each other's pieces using the Information Writing Checklist to guide them.**
- **HW: Writers use all the resources available to them to fix up and finalize their drafts.**

11.   Writers conduct an inquiry to explore the question, "What are the kinds of text features that nonfiction writers include? What is each one used for? How might I use text features purposefully in my writing? (Session 11)

- **MWT: Writers recognize that a well-placed, purposeful text feature can be worth a thousand words.**
- **S: Writers participate in a text features gallery walk to give and receive specific feedback on their use of text features.**
- **HW: Writers continue to revise their information books and**

(Grade-specific expectations for writing types are defined in standards 1–3 above

W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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

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22.   Writers use all they know about literary essay writing to complete a Research Simulation Task on demand (possibly the district Literary Analysis post-assessment).

*Mid-workshop teaching
**Share
***Homework

W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate transitions to clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style.
f. Provide a concluding statement or section that follows from the information or explanation presented.

W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)

W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources

or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evide

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

create a plan to write a new chapter.

12. **Sometimes first-draft work needs to be produced in a way that is ready to go. When writers can't go through through the whole writing process on the page, they do that whole process in their minds-- rehearsing, drafting, revising, even before they write their first word (Session 12).**

- **MWT: Writers revise by crafting introductions that frame each chapter.**
- **S: Writers craft introductions for their whole books.**
- **HW: Writers finish up their introductions and plan to draft another "ready-to-go" chapter. They also do some research, searching for quotes that show what they are trying to teach about their topics.**

13. **When writers get ready to write final drafts, they not only have a plan in their heads and some rehearsal under their belts, but they also have their quotations at their sides. They use each quotation for a purpose as they write their final piece (Session 13).**

- **MWT: Writers frame quotations that they insert into their writing by not only leading into quotations with transitional phrases but also by leading out of quotations with explanation or analysis.**
- **S: Writers introduce the sources they are quoting and explain the tie-in that source has to their topic.**

W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

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

- **HW: Writers polish up their information books in preparation for tomorrow's celebration.**

14.   Writers celebrate the growth they have made as writers by participating in a gallery walk celebration during which they use the Information Writing Checklist to give each other specific feedback (Session 14).

- **S: Writers review the feedback they received from their peers and use that feedback to set goals for their future work in this unit.**

*Mid-workshop teaching
**Share
***Homework

W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate transitions to clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style.
f. Provide a concluding statement or section that follows from the information or explanation presented.

W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)		
W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.		
W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		
W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources		
W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. *a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").* *b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evide*		
W.6.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		

Interdisciplinary Connections:

Visual and Performing Arts/ Theatre-
1.1.8.C.3 Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.

Companion Standards
WHST.6-8.1. Write arguments focused on *discipline-specific content*.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Social Studies Skills 5-8
Critical Thinking

Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information.

Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.)

Presentational Skills

Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

Differentiation
- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess, and modify if necessary to address the specific needs of the learner.
- Students will write authentic pieces at their independent and instructional levels.
- The teacher will individually conference with each student to address specific needs of the writer.

Assessment
Observations
Unit Pre- and Post-Prompts
Writing Conferences
Writing Pieces
Scored Published Piece (using appropriate rubric)

Resources
-Various mentor texts
-Teacher Writing Journal filled with stories he/she is working on
-*Units of Study in Argument, Information, and Narrative Writing: Grade 6*, *A Common Core Workshop Curriculum,* Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2014
-Suggested Texts: See resource CD for text sets on various teen activism topics; you may also want to consult the "Teen Activism" text set under Session 8 in the "Tapping the Power of Nonfiction" online resources

21st Century Themes	21st Century Skills
☐ Global Awareness	☒ Critical Thinking and Problem Solving
☐ Environmental Literacy	☒ Creativity and Innovation
☐ Health Literacy	☒ Collaboration, Teamwork, and Leadership
☒ Civic Literacy	☒ Cross-cultural and Interpersonal Communication
☐ Financial, Economic, Business, and Entrepreneurial Literacy	☒ Accountability, Productivity, and Ethics

8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
☐ 8.1.A Technology Operations and Concepts	☐ 8.2.A The Nature of Technology: Creativity and Innovation
☐ 8.1.B Creativity and Innovation	☐ 8.2.B Technology and Society
☒ 8.1.C Communication and Collaboration	☐ 8.2.C Design
☒ 8.1.D Digital Citizenship	☐ 8.2.D Abilities for a Technological World
☒ 8.1.E Research and Information Fluency	☐ 8.2.E Computational Thinking: Programming
☒ 8.1.F Critical Thinking, Problem Solving & Decision Making	

Career Ready Practices	
☒ CRP1.	Act as a responsible and contributing citizen and employee
☒ CRP2.	Apply appropriate academics and technical skills
☐ CRP3.	Attend to personal health and financial well-being
☒ CRP4.	Communicate clearly and effectively with reason
☐ CRP5.	Consider the environmental, social and economic impacts of decisions
☐ CRP6.	Demonstrate creativity and innovation
☒ CRP7.	Employ valid and reliable research strategies
☒ CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them
☒ CRP9.	Model integrity, ethical leadership, and effective management
☐ CRP10.	Plan education and career paths aligned to personal goals
☒ CRP11.	Use technology to enhance productivity
☒ CRP12.	Work productively in teams while using global cultural competence

Grade Six Reading Unit 6: Social Issues Book Clubs

Essential Questions:

-How do readers analyze the complexities of character relationships?

-How do readers analyze how power affects characters, relationships, and dynamics between social groups?

-How do readers analyze group-related world issues through the fictional books they read?

-How do readers analyze the group-related messages their books convey through a critical lens?

-How do readers use books as both "mirrors and windows"?

-How do readers allow books to inspire them to live differently?

Skills/Knowledge:

-Readers will use multiple strategies to analyze the relationships between characters in their books.

-Readers will analyze how individual character's traits and behaviors contribute to the issues in their relationships.

-Readers will analyze power dynamics as they are reading and notice how this power affects the characters, their relationships, and dynamics between social groups.

-Readers will identify the social groups to which their characters belong and some of the issues that might be connected to these groups.

-Readers will use simple literary themes to help them spur ideas about their books.

-Readers will remember that characters and people are individuals who have individualized responses to events in their lives.

-Readers will use critical lenses to analyze how texts reinforce or challenge stereotypes about groups.

-Readers will use what they are learning about group-related issues in their books to become upstanders in their own communities.

-Readers will bring their own lives, and the lives of others, to their reading of texts in order to create deeper meanings.

-Readers will allow books to inspire them to be agents of change.

-Readers will curate text sets around a social issue they have been studying.

Goal #1: Readers study the relationships between characters and how power dynamics affect these characters and their relationships.	Goal #2: Readers analyze group-related issues, considering power, perspective, and tone.	Goal #3: Readers bring their own lives, and the lives of others, to their reading in order to truly create meaning.
Mini-Lessons & Standards	**Mini-Lessons & Standards**	**Mini-Lessons & Standards**
1. <u>Read-Aloud ("My Side of the Story" by Adam Bagdasarian):</u> Readers stop when they notice trouble in their stories and think about the relationships between characters. They ask themselves, "What do I think about this relationship from the details the author has given me so far? What is going on between characters? What are the issues in this relationship?" (Session 1). • **Skill Work:**	8. <u>Read-Aloud ("Inside Out" by Francisco Jiménez):</u> Readers recognize, track, and analyze the issues characters are facing and groups they might belong to (Session 8). • **Skill Work:** • identifying whether a character's issues seem to be personal or if they are related to the groups they belong to • **S*:** Readers generate a list of different social groups their characters might belong to, and as they read	15. Reading experiences are shaped by more than the words you read. It's the words themselves, plus what you bring to them that helps you create meaning from a text. The groups with which you identify, your character traits, and your personal histories all shape your reading (Session 15). • **S*:** Readers set ambitious reading goals with their clubs, both for what they will continue to read and for the text set they

- generating theories about the issues in relationships between characters
- revising and deepening theories about character relationships as you read on
- being tentative and flexible when thinking about characters
- considering multiple perspectives within relationships
- citing specific text evidence to support thinking

- S*: Clubs plan quickly together for their future reading and thinking work.
- HW**: Readers read to meet their club goals while paying particular attention to characters' relationships and the issues they see coming up in these relationships.

2. Reading fiction can help a person to become better at relationships in our own lives. As we compare relationships in fiction, thinking about what's positive and negative, we become skilled at thinking about what makes for healthy relationships (Session 2).

- S: Readers engage in a book club conversation, focusing on the complex relationships they are discovering in their books.
- HW: Readers recall their book club conversations to help them focus in on a line of inquiry to study as they read on in their books.

3. Readers pay careful attention to how each character contributes to relationship issues, even if the characters themselves don't see that they are partly to blame. Readers study characters' actions and reactions, asking, "How does each character contribute to the trouble?" (Session 3)

- S: Readers use what they are learning about relationships in their books to help sort out issues within their book clubs.
- HW: Readers track relationships and the issues within relationships as they read on in their books.

4. Readers engage in an inquiry to study the question, "What moves do book club members make so that they grow ideas *together*?" (Session 4). *Note: After this inquiry-style minilesson, students will immediately turn*

they ask themselves, "What issues are coming up because the character is part of this group?"

- HW**: Readers read on in their books while tracking both the issue their club decided to focus on as well as the group identities their characters might belong to.

9. When thinking about the issues that a group of people encounters, it helps to ask, "How might this issue be connected to a power imbalance in between this group and another group?" and to think, "What are the effects of this power imbalance?" (Session 9)

- S: Readers use an "Ouch/Oops" protocol during their club conversations about important issues.
- HW: Readers continue to analyze the groups their characters belong to, the imbalance of power they may be facing, and the effects of this power imbalance as they read.

10. When we consider simple but common themes from literature and song, we can come to new insights about the issues groups are facing in stories and in life. We can consider what parts of the story support a simple theme and what parts talk back to it (Session 10).

- S: Readers use thinking stems to help them write long about possible themes and the way those themes are treated in their books.
- HW: Readers continue to write long to explore possible themes in their books.

11. When considering issues that affect groups, readers can't forget that individuals are unique, complicated people. When thinking about a character, readers consider the challenges that characters face because of groups they are in, and they also think about the unique ways that characters respond to those challenges. Readers aim to merge ideas about group issues and individuals' responses to push toward life lessons (Session 11).

- S: Readers remember that groups aren't issues! They use -ism and -phobia to talk about issues that affect specific groups and look out for these issues affecting characters in their books..
- HW: Readers continue to think about their characters as both members of groups and individuals.

will be curating about a social issue they have been discussing.

- HW**: Readers begin to gather images and texts that they might add to their club's curated social issue text set.

16. When readers talk about texts, we not only learn more about the text, we also learn more about each other. As we ask, "What does this mean for *you*?" and press to understand another's perspective, those inkspots on the page take on meaning not only from our lives but also from the lives of those with whom we read (Session 16).

- S: Readers see book as both "mirrors and windows." As they read, they word to see themselves better and at the same time see worlds they've never experienced.
- HW: Readers prepare for their final book club conversations in this unit and for developing their club text sets.

17. As a reader, there's a lot you miss if you identify with only the likeable and admirable characters, the heroes. You also need to be able to see yourself in the villian. Otherwise you mute some of the story's power to change you (Session 17).

- S: Readers engage in an extended book club conversation about scenes that really impacted them. They also set forth resolutions based on their reading and talking together.
- HW: Readers write long about their resolutions, creating texts that will be added to their clubs' text sets.

18. Readers reflect upon and celebrate their growth in this unit by curating text sets with their clubs and sharing them with other readers (Session 18).

- S: Readers participate in a jigsaw share of their curated text sets.
- HW: Readers make plans (individually or with their clubs) to continuing a reading course of study.

to discuss with their books clubs. Then they will go off to read independently.

- **S: Readers quickly check in with their clubs and make plans to grow big ideas as they continue reading.**
- **HW: Readers track their club's big idea as they read. When they are finished reading for the night, they check to see if their big idea needs to be revised or completely reworked.**

5. **Read-Aloud ("My Side of the Story" by Adam Bagdasarian): Readers dig deeper into character relationships by asking themselves, "Who has power? Who doesn't? How does this shift? How does this affect or explain the relationship between characters?" (Session 5).**

- **Skill Work:**
  - **analyzing the effects the power dynamics in a relationship have on the characters**
- **S: Readers revise their initial thoughts about power dynamics by seeing an event from a different character's perspective.**
- **HW: Readers continue to revise and add more layers to their thinking about characters, their relationships, and power.**

6. **Readers know that two characters might clash because of something entrenched and long-lasting about their traits. Readers can analyze the reasons for these traits colliding to come to deeper thinking about the characters and their relationship (Session 6).**

- **S: Clubs discuss the colliding character traits they notice in their books and begin to make plans for the thinking work they will do as they finish their books.**
- **HW: As readers finish their books they reflect upon how their analyses of character relationships might shed light on the relationships in their own lives.**

7. **The study of an issue that intrigues a reader does not need to stop when a book ends. Readers can carry forward their study of an issue into future reading (Session 7).**

- **S: Readers reflect upon their club work so far in this unit and the growth they have made as readers.**
- **HW: Readers mull over their reflections and set goals for the next part of the unit.**

12. **Read-Aloud ("Inside Out" by Francisco Jiménez): Readers start to think, "Is this story more negative or more positive in the way it presents issues about a group?" One way to do this is actually track the parts where the story is focusing on what's hard for a group, and the parts where individuals or groups find hope (Session 12).**

- **Skill Work:**
  - **wq1eighing whether the strongest moments in the story are more negative or positive**
- **S: Readers look back over the positive and negative details they noticed in their books and begin to categorize them by the degree of intensity. They look at the most intensely positive or negative moments and ask themselves, "What about the character or the groups to which they belong makes this moment especially intense?"**
- **HW: Readers continue to track and categorize positive and negative moments in their texts.**

13. **One way to analyze a text is to ask, "When is this text reinforcing common assumptions about a group, and when is it challenging them?" (Session 13)**

- **S: Readers share strategies that really helped them grow new ideas as they were reading. Then, they continue to analyze their stories through book club conversations.**
- **HW: Readers find images in the world that either reinforce or challenge stereotypes about groups.**

14. **Readers conduct an inquiry to explore the questions, "Why don't people do more to stop power imbalance or intolerant acts? How can people help make these issues less painful, less persistent for groups and individuals?" (Session 14).**

- **S: Clubs begin to think about the text set they will curate in the next bend to teach others about the many sides to a particular social issue they have been discussing.**
- **HW: Readers spend time seeking out upstanders in their lives, asking their friends and family to talk about upstanders they've known, and thinking about how they, too, might become upstanders in their own communities.**

Share

*Share
**Homework

RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5: . Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.

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

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

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Interdisciplinary Connections:

Visual and Performing Arts/ Theatre-
1.1.8.C.3 Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.

Companion Standards
WHST.6-8.1. Write arguments focused on *discipline-specific content*.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Social Studies Skills 5-8
Critical Thinking

Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information.

Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.)

Presentational Skills

Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

Differentiation
- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Assessment
Observations
Partner Talk
Small Group Sessions
Reading Conferences
Reading Logs
Writing About Reading

Resources
-*Units of Study for Teaching Reading: A Deep Study of Character,* Ehrenworth *(2017); A Common Core Workshop Curriculum,* Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2014
Suggested Texts: "My Side of the Story" from *First French Kiss: And Other Traumas* (Bagdasarian); "Inside Out" from *The Circuit* (Jimenez); "Shoulders" (Nye); "In a line at the drugstore" (Rankine)

21st Century Themes	21st Century Skills
☐ Global Awareness ☐ Environmental Literacy ☐ Health Literacy ☐ Civic Literacy ☐ Financial, Economic, Business, and Entrepreneurial Literacy	☒ Critical Thinking and Problem Solving ☒ Creativity and Innovation ☒ Collaboration, Teamwork, and Leadership ☒ Cross-cultural and Interpersonal Communication ☒ Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	**8.2 Technology Education, Engineering, Design & Computational Thinking - Programming**
☐ 8.1.A Technology Operations and Concepts ☐ 8.1.B Creativity and Innovation ☒ 8.1.C Communication and Collaboration ☒ 8.1.D Digital Citizenship ☒ 8.1.E Research and Information Fluency ☒ 8.1.F Critical Thinking, Problem Solving & Decision Making	☐ 8.2.A The Nature of Technology: Creativity and Innovation ☐ 8.2.B Technology and Society ☐ 8.2.C Design ☐ 8.2.D Abilities for a Technological World ☐ 8.2.E Computational Thinking: Programming

Career Ready Practices
☐ CRP1.   Act as a responsible and contributing citizen and employee ☒ CRP2.   Apply appropriate academics and technical skills ☐ CRP3.   Attend to personal health and financial well-being ☒ CRP4.   Communicate clearly and effectively with reason ☐ CRP5.   Consider the environmental, social and economic impacts of decisions ☐ CRP6.   Demonstrate creativity and innovation ☐ CRP7.   Employ valid and reliable research strategies ☐ CRP8.   Utilize critical thinking to make sense of problems and persevere in solving them ☐ CRP9.   Model integrity, ethical leadership, and effective management ☐ CRP10.   Plan education and career paths aligned to personal goals ☒ CRP11.   Use technology to enhance productivity ☐ CRP12.   Work productively in teams while using global cultural competence

GRADE 7

Pacing Guide
ELA – 7th Grade Writing

Unit 1: Narrative (35 days)	Unit 2: Literary Analysis (54 days)
Marking Period 1	Marking Period 2
Unit 2 (39 days)	Unit 3: Informational (Research) (52 days)
Marking Period 3	Marking Period 4

Unit 1: Narrative Writing
Unit2: Literary Analysis
Unit3: Informational Writing (Research)

Pacing Guide

ELA – 7th Grade Reading

Unit 1 (55 days)			Unit 2 (12 days)	Unit 3 (24 days)
Marking Period 1			Marking Period 2	

Unit 3 (24 days)	Unit 4 (12 days)	Unit 5 (20 days)	Unit 6 32 days)
Marking Period 3		Marking Period 4	

Unit 1   Character Study

Unit 2   Drama Study

Unit 3   Realistic Fiction

Unit 4   Biography/Autobiography (non-fiction) Unit

Unit 5   Poetry Unit

Unit 6   Science Fiction/Dystopian

Grade 7 Writing Unit 1: Narrative Writing

OVERALL UNIT GOALS:
- Students will understand the components of an effective story.
- Students will use a variety of writing risks when composing original stories.
- Students will use literature to expand one's worldview and enliven their narratives.
- Students will clearly restate a question responding to all of its components.
- Students will be able to write concisely.
- Students will stay on topic when writing.
- Students will understand the importance of proofreading and correcting one's written work.

Essential Questions:
-How do writers generate ideas for compelling fictional stories?
-How do writers convey a message to the reader through their fictional writing?
-How do writers read mentor texts "like writers" in order to identify techniques that they will try in their own pieces?
-How do writers use craft moves intentionally in order to build tension and accentuate the meaning behind their stories?
-How do writers transfer all they know about the elements of strong narrative writing to on demand situations and/or to writing fan fiction?

KNOWLEDGE	SKILLS	NJSL STANDARDS
Good writers know that • Utilizing an appropriate graphic organizer is an essential part of good prewriting • It is crucial to understand the writing task • One should consider denotation and connotation when choosing words • It is important to read and reread their work making necessary changes and corrections • Taking creative risks is the mark of a more sophisticated writer	**Students will…** • Know how to organize their writing • Prewrite effectively • Use figurative language and challenging vocabulary to enhance their writing • Give and receive feedback about writing • Utilize a rubric to improve writing • Use a variety of sentences and sentence structure • Use punctuation and capitalization correctly • Use spellcheck as well as a dictionary to correct spelling • Use a thesaurus to aid in word choice • Use correct grammar • Edit and correct writing problems • Use transitions effectively	W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how

	• Know many different ways to begin a story • Use dialogue to enhance a story • Restate a question in his own words • Answer all parts of an open-ended question • Paraphrase ideas	well purpose and audience have been addressed. L.7.1-.7.6 Conventions

Interdisciplinary Connections:
Visual and Performing Arts/ Theatre-
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Critical Thinking

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• Assign, assess, and modify if necessary to address the specific needs of the learner.
• Students will write authentic pieces at their independent and instructional levels.
• The teacher will individually conference with each student to address specific needs of the writer.

Assessment
Observations
Unit Pre- and Post-Prompts
Writing Conferences
Writing Pieces
Scored Published Piece (using appropriate rubric)

Resources
-Various mentor texts and level-appropriate trade books
-Teacher Writing Journal filled with stories he/she is working on
-*Units of Study in Argument, Information, and Narrative Writing: Grade 7, A Common Core Workshop Curriculum,* Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2014

21st Century Themes	21st Century Skills
☐ Global Awareness	☒ Critical Thinking and Problem Solving
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☐ Civic Literacy	☒ Cross-cultural and Interpersonal Communication
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☒ 8.1.F Critical Thinking, Problem Solving & Decision Making	

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Grade 7 Writing Unit 2: Literary Analysis

OVERALL UNIT GOALS:
• Students will closely read texts in order to develop their ideas, create claims, and support them with textual evidence.
• Students will be challenged to support a claim using multiple texts by comparing and contrasting different stories.
• Through the exploration of essay writing, students will deeply analyze a text and organize their ideas to create a cohesive argument.

Essential Questions:
- Why is this literature significant to the reader?
- How can I push my initial thinking while reading in order to develop a claim?
- How does the text support my claim?
- How can writing lead to deep comprehension of text?
- How can I ensure that my reader fully understands my ideas when reading my essay?
- How does strengthening our argument writing skills help us in real life situations?
- How do writers of research-based arguments collect and organize the information needed for their writing?
- How is my argument relevant in the world?
- How can I effectively refute the opposing viewpoint on my topic?

KNOWLEDGE & SKILLS	NJSL STANDARDS
• Brainstorm possible claim statements, considering character development, theme, or author's craft, generating as much initial material as possible. • Decide on a claim statement, considering which argument is the strongest and can be fully supported with textual evidence (*If writing about multiple texts, writers choose the claim statement that most clearly connects all texts.) • Plan how they will develop their arguments, identifying the different reasons why they know the claim is true. • Gather as much evidence as possible to support their claims. • decide which pieces of evidence are the strongest and organize the evidence into the appropriate paragraph, deciding which supporting reason each piece of evidence best proves • Verbally rehearse the body paragraphs of their lit essay in order to assess the strength and logic of the evidence they selected. • Decide which pieces of evidence need to be directly quoted and which pieces of evidence should be paraphrased instead.	W.7.1. Write arguments to support claims with clear reasons and relevant evidence. W.7.4 W.7.5. W.7.10. L.7.1-.7.6 Conventions

- Draft their body paragraphs, using their planning work to clearly develop each supporting reason with textual evidence and analysis.
- Draft introductory paragraphs to hook readers' attention, set them up for the ideas to come, and clearly convey the claim statement.
- Draft conclusion paragraphs to reiterate the argument, recap the supporting reasons, and leave readers with a final thought.
- Create revision plans, considering how well their drafts achieved their intended purpose.
- Revise their essays to use language that creates cohesion and clarifies the relationships among the claim, reasons, evidence, and analysis (*Focus on "framing evidence" and providing context for textual support).
- Revise their essays to establish and maintain an academic/formal tone and style.
- Edit their essays to ensure that they have properly quoted (or paraphrased) and cited their textual evidence.
- Edit their essays for errors with... - apostrophe usage (to show possession) - pronoun/antecedent agreement - ambiguous pronouns - sentence structure (complete sentences, phrases, clauses, run-ons) - verb tense - subject/ verb agreement.

Interdisciplinary Connections:

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Social Studies Skills 5-8
Critical Thinking

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- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.

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- Students will write authentic pieces at their independent and instructional levels.
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Assessment

Observations
Unit Pre- and Post-Prompts
Writing Conferences
Writing Pieces
Scored Published Piece (using appropriate rubric)

Resources

-Various mentor texts and level-appropriate trade books
-Teacher Writing Journal filled with stories he/she is working on
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☐ Global Awareness	☒ Critical Thinking and Problem Solving
☐ Environmental Literacy	☒ Creativity and Innovation
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☒ 8.1.D	Digital Citizenship	☐ 8.2.D Abilities for a Technological World
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☒ 8.1.F	Critical Thinking, Problem Solving & Decision Making	

Career Ready Practices

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☐ CRP12.   Work productively in teams while using global cultural competence

Grade 7 Writing Unit 3:   Informational Writing (Research)

OVERALL UNIT GOALS:
• Students will research non-fiction texts on a selected topic. They will closely read these texts in order to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Essential Questions:
• How do writers use structure to plan, organize, and add meaning to their information writing?
• How do writers use a variety of details, quotations, and text features for different purposes in their writing?
• How do writers bring their information writing to life?
• How do writers reimagine and restructure their research to craft digital writing projects?
• How do writers use all they know about information writing when writing in on-demand situations?

KNOWLEDGE & SKILLS	NJSL STANDARDS

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   A. Use various research techniques for non-fiction texts on a selected topic
   B. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
   C. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
   D. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
   E. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   F. Establish and maintain a formal style academic style, approach, and form.
   G. Provide a concluding statement or section that follows from and supports the information or explanation presented.
   H. Use correct citations.
	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
	 W.7.4.
	 W.7.5.
	 W.7.10.
	 L.7.1-.7.6 Conventions

Interdisciplinary Connections:

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1.1.8.C.3 Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.

Companion Standards
WHST.6-8.1. Write arguments focused on *discipline-specific content*.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Math
MP.4 Model with mathematics. (MS-LS3-2)
6.SP.B.5 Summarize numerical data sets in relation to their context. (MS-LS3-2)

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Resources
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-Non-fiction texts
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Career Ready Practices

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☒ CRP7.   Employ valid and reliable research strategies

☐ CRP8.   Utilize critical thinking to make sense of problems and persevere in solving them

☐ CRP9.   Model integrity, ethical leadership, and effective management

☐ CRP10.   Plan education and career paths aligned to personal goals

☒ CRP11.   Use technology to enhance productivity

☐ CRP12.   Work productively in teams while using global cultural competence

Grade 7 Reading Unit 1:   Character Study

OVERALL UNIT GOALS:
- Students will understand character development and character motivation.
- Students will recognize how setting shapes the behavior of characters.
- Students will understand universal themes and experiences.
- Students will use a variety of reading strategies to ensure better comprehension.

Essential Questions
- How does one's experiences develop one's character
- How do readers analyze the traits of complex characters?
- How do readers weigh which of a character's traits might be more important to the story than others?
- How do readers analyze the interactions between settings and characters?
- How do readers analyze the various pressures characters are facing?
- How do readers recognize and analyze motifs and themes in a story?
- How do authors write in ways that reveal themes to readers?
- How do readers develop agency in their reading lives?

KNOWLEDGE	SKILLS	STANDARDS
Good readers know that • Previewing the text will activate prior knowledge resulting in better comprehension • Characters often change as a result of their experiences • Foreshadowing is used by an author to help readers anticipate what will occur later in the story • Making predictions about the plot and the characters engages the reader more fully in the story and helps the reader check his or her own understanding of the story • context clues should be used to figure out word meaning • One can infer certain things about a character based on his actions or words	**Students will…** • Be able to trace character development • Be able to trace plot development • Understand how the author effectively uses realistic details and dialogue • Observe life lessons author is trying to get across to the reader • Apply knowledge of literary terms covered in previous fiction units	**L 7.4 L 7.5 RL 7.1 RL 7.2 RL 7.3 RL 7.4 RL 7.6 RL 7.10 SL 7.1**

Interdisciplinary Connections:
Visual and Performing Arts/ Theatre-
1.1.8.C.3 Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.

Social Studies Skills 5-8
Critical Thinking

Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information.

Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.)

Presentational Skills

Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

Differentiation
- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Assessment
Observations
Partner Talk
Small Group Sessions
Reading Conferences
Reading Logs
Quizzes
Test
Writing About Reading

Resources

-*Units of Study for Teaching Reading: A Deep Study of Character,* Ehrenworth (2017); *A Common Core Workshop Curriculum,* Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2014

The novel *The Contender* by Robert Lipsyte

Youtube interview with Robert Lipsyte re: Mohammed Ali and his memoir The Accidental Sports Writer

Variety of short stories at different levels

Newsela

21st Century Themes	21st Century Skills
☐ Global Awareness	☒ Critical Thinking and Problem Solving
☐ Environmental Literacy	☒ Creativity and Innovation
☐ Health Literacy	☒ Collaboration, Teamwork, and Leadership
☐ Civic Literacy	☒ Cross-cultural and Interpersonal Communication
☐ Financial, Economic, Business, and Entrepreneurial Literacy	☒ Accountability, Productivity, and Ethics

8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
☐ 8.1.A	Technology Operations and Concepts	☐ 8.2.A The Nature of Technology: Creativity and Innovation
☐ 8.1.B	Creativity and Innovation	☐ 8.2.B Technology and Society
☒ 8.1.C	Communication and Collaboration	☐ 8.2.C Design
☒ 8.1.D	Digital Citizenship	☐ 8.2.D Abilities for a Technological World
☒ 8.1.E	Research and Information Fluency	☐ 8.2.E Computational Thinking: Programming
☒ 8.1.F	Critical Thinking, Problem Solving & Decision Making	

Career Ready Practices

☐ CRP1.   Act as a responsible and contributing citizen and employee

☒ CRP2.   Apply appropriate academics and technical skills

☐ CRP3.   Attend to personal health and financial well-being

☒ CRP4.   Communicate clearly and effectively with reason

☐ CRP5.   Consider the environmental, social and economic impacts of decisions

☐ CRP6.   Demonstrate creativity and innovation

☐ CRP7.   Employ valid and reliable research strategies

☐ CRP8.   Utilize critical thinking to make sense of problems and persevere in solving them

☐ CRP9.   Model integrity, ethical leadership, and effective management

☐ CRP10.   Plan education and career paths aligned to personal goals

☒ CRP11.   Use technology to enhance productivity

☐ CRP12.   Work productively in teams while using global cultural competence

Grade 7 Reading Unit 2:   Drama Study

ENDURING UNDERSTANDING: Some stories are classics that transcend current trends and writing styles; some messages endure and apply to all mankind.

OVERALL UNIT GOALS:
- Students will understand the elements of a drama and how a play is staged.
- Students will understand how characters are developed through their actions and words.
- Students will understand the historical context in which the original Christmas Carol was written.
- Students will understand that often plays, like movies, are adaptations of books.

ESSENTIAL QUESTION(S):
- Why is it important to know about others' lives?
- How can we benefit from the experiences of other people?

KNOWLEDGE	SKILLS	STANDARDS
Good readers know that • a play version of a story may not include all the scenes from the original story • some themes are universal • a writer may have a social message to get across in his story • a story or play may reflect a real life problem or issue • Drama is a genre with unique features and terminology that is particular to theater	**Students will…** • Gain background knowledge about the play within its historical context • Read aloud with feeling • Understand stage directions and terms related to drama such as props, foil, internal conflict, narrator, aside, acts, scenes, foreshadowing, verbal irony, symbolism • Understand that character development can be traced through one's actions and words	**L 7.4 L7.5 L7.6 RL7.1 RL7.2 RL7.3 RL7.4 RL7.5 RL7.6 RL7.7 RL7.9 RL7.10** **SL7.1 SL7.2 SL7.3 SL.7.4 SL.7.5 SL. 7.6 L 7.3 W7.6 W7.7 W7.8 W7.9**

Interdisciplinary Connections:

Visual and Performing Arts/ Theatre-
1.1.8.C.3 Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.

Social Studies Skills 5-8
Critical Thinking

Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information.

Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.)

Presentational Skills

Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

Differentiation
- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Assessment
Observations
Partner Talk
Small Group Sessions
Reading Conferences
Reading Logs
Writing About Reading

Resources
-*Units of Study for Teaching Reading: A Deep Study of Character,* Ehrenworth *(2017); A Common Core Workshop Curriculum,* Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2014
Suggested Texts: "A Christmas Carol"- Dickens

21st Century Themes	21st Century Skills
☐ Global Awareness	☒ Critical Thinking and Problem Solving
☐ Environmental Literacy	☒ Creativity and Innovation
☐ Health Literacy	☒ Collaboration, Teamwork, and Leadership
☐ Civic Literacy	☒ Cross-cultural and Interpersonal Communication
☐ Financial, Economic, Business, and Entrepreneurial Literacy	☒ Accountability, Productivity, and Ethics

8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
☐ 8.1.A	Technology Operations and Concepts	☐ 8.2.A The Nature of Technology: Creativity and Innovation
☐ 8.1.B	Creativity and Innovation	☐ 8.2.B Technology and Society
☒ 8.1.C	Communication and Collaboration	☐ 8.2.C Design
☒ 8.1.D	Digital Citizenship	☐ 8.2.D Abilities for a Technological World
☒ 8.1.E	Research and Information Fluency	☐ 8.2.E Computational Thinking: Programming
☒ 8.1.F	Critical Thinking, Problem Solving & Decision Making	

Career Ready Practices

☐ CRP1. Act as a responsible and contributing citizen and employee

☒ CRP2. Apply appropriate academics and technical skills

☐ CRP3. Attend to personal health and financial well-being

☒ CRP4. Communicate clearly and effectively with reason

☐ CRP5. Consider the environmental, social and economic impacts of decisions

☐ CRP6. Demonstrate creativity and innovation

☐ CRP7. Employ valid and reliable research strategies

☐ CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

☐ CRP9. Model integrity, ethical leadership, and effective management

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☒ CRP11. Use technology to enhance productivity

☐ CRP12. Work productively in teams while using global cultural competence

Grade 7 Reading Unit 3: Realistic Fiction

OVERALL UNIT GOALS:
- Understand how realistic fiction can reveal truths that transcend time period and setting.
- Students will be able to successfully read and understand a challenging piece of classic literature.
- Students will be able to appreciate realistic fiction as a genre.
- Students will use reading strategies to enhance comprehension of challenging materials.

Essential Questions

● Why is this literature significant to the reader? ● How can fiction reveal truth? ● What influences in the text change characters? ● Does literature reflect culture or shape it? ● Where have readers seen this idea before? ● How do writers of various genres hook and hold their readers? ● What is the author saying? ● What does the text mean? ● How do readers monitor comprehension? ● Why and how does the reader generate text supported evidence? ● From whose viewpoint is the story told? ● What reaction did the text generate?

KNOWLEDGE	SKILLS	STANDARDS
Good readers know that some of the story details are based on actual events while some are the creations of the writer one should use context to figure out word meaning they do not have to understand every word of the story to understand the plot of the novel, so reading challenging texts is not something to be avoided but embraced words and expressions may have more than one meaning or interpretation authors may use different types of narration	**Students will…** • Be able to comprehend challenging literature by using reading strategies such as notetaking, utilizing graphic organizers, etc. • Understand the difference between a protagonist and an antagonist • Understand what is meant by historical fiction and autobiographical elements • Recognize the use of an omniscient narrator • Recognize and interpret idioms correctly	**CORE Content Standards** **L7.3 L7.4 L7.5 L7.6 RL 7.1 RL 7.2 RL7.3 RL 7.6 RL 7.7 RL 7.9 SL 7.1 SL 7.2**

Interdisciplinary Connections:

Visual and Performing Arts/ Theatre-
1.1.8.C.3 Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.

Social Studies Skills 5-8
Critical Thinking

Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information.

Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.)

Presentational Skills

Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

Differentiation
- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Assessment
Observations
Partner Talk
Small Group Sessions
Reading Conferences
Reading Logs
Quizzes
Test
Writing About Reading

Resources
-*Units of Study for Teaching Reading: A Deep Study of Character,* Ehrenworth *(2017); A Common Core Workshop Curriculum,* Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2014
Suggested Texts: "The Call of the Wild"- Jack London

21st Century Themes	21st Century Skills
☐ Global Awareness ☐ Environmental Literacy ☐ Health Literacy ☐ Civic Literacy ☐ Financial, Economic, Business, and Entrepreneurial Literacy	☒ Critical Thinking and Problem Solving ☒ Creativity and Innovation ☒ Collaboration, Teamwork, and Leadership ☒ Cross-cultural and Interpersonal Communication ☒ Accountability, Productivity, and Ethics

8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
☐ 8.1.A Technology Operations and Concepts ☐ 8.1.B Creativity and Innovation ☒ 8.1.C Communication and Collaboration ☒ 8.1.D Digital Citizenship ☒ 8.1.E Research and Information Fluency ☒ 8.1.F Critical Thinking, Problem Solving & Decision Making	☐ 8.2.A The Nature of Technology: Creativity and Innovation ☐ 8.2.B Technology and Society ☐ 8.2.C Design ☐ 8.2.D Abilities for a Technological World ☐ 8.2.E Computational Thinking: Programming

Career Ready Practices	
☐ CRP1.	Act as a responsible and contributing citizen and employee
☒ CRP2.	Apply appropriate academics and technical skills
☐ CRP3.	Attend to personal health and financial well-being
☒ CRP4.	Communicate clearly and effectively with reason
☐ CRP5.	Consider the environmental, social and economic impacts of decisions
☐ CRP6.	Demonstrate creativity and innovation
☐ CRP7.	Employ valid and reliable research strategies
☐ CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them
☐ CRP9.	Model integrity, ethical leadership, and effective management
☐ CRP10.	Plan education and career paths aligned to personal goals
☒ CRP11.	Use technology to enhance productivity
☐ CRP12.	Work productively in teams while using global cultural competence

Grade 7 Reading Unit 4:   Biography/Autobiography

OVERALL UNIT GOALS:
- Students will be able to add to background knowledge.
- Students will understand why and how people succeed or fail.
- Students will identify common human experiences.
- Students will be able to identify with individuals who are/ were able to overcome obstacles.

ESSENTIAL QUESTION(S):
- Why is it important to know about others' lives?
- How can we benefit from the experiences of other people?

KNOWLEDGE	SKILLS	STANDARDS
Good readers know that • Some details are very important while others are not • Inferences can be made about a person based on his words and deeds • Rereading is a strategy to use in order to clarify information • Using context clues aids in understanding a word's meaning	**Students will…** • organize factual information about an individual • Know how to find additional information about an individual and check its accuracy • Know how to cite their sources in the correct format • Use KWL strategy when reading non-fiction • Understand the value of increasing background knowledge and its impact on comprehension	**L7.1 L7.2 L7.3 L7.4 L7.5 L7.6 RI 7.1 RI 7.2 RI 7.3 RI 7.4 RI 7.5 RI 7.6 RI 7.7 RI 7.8 RI 7.9 RI 7.10 W7.7 W7.8 W7.9**

Interdisciplinary Connections:
Visual and Performing Arts/ Theatre-
1.1.8.C.3 Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.

Companion Standards
WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Social Studies Skills 5-8
Critical Thinking

Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information.

Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.)

Presentational Skills

Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

Differentiation
- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess, and modify if necessary to address the specific needs of the learner.
- Students will write authentic pieces at their independent and instructional levels.
- The teacher will individually conference with each student to address specific needs of the writer.

Assessment
Observations
Unit Pre- and Post-Prompts
Writing Conferences
Writing Pieces
Scored Published Piece (using appropriate rubric)

Resources
-Various mentor texts and level-appropriate trade books
-Teacher Writing Journal filled with stories he/she is working on
-*Units of Study in Argument, Information, and Narrative Writing: Grade 7*, *A Common Core Workshop Curriculum,* Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2014

21st Century Themes	21st Century Skills
☐ Global Awareness ☐ Environmental Literacy ☐ Health Literacy ☐ Civic Literacy ☐ Financial, Economic, Business, and Entrepreneurial Literacy	☒ Critical Thinking and Problem Solving ☒ Creativity and Innovation ☒ Collaboration, Teamwork, and Leadership ☒ Cross-cultural and Interpersonal Communication ☒ Accountability, Productivity, and Ethics

8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
☐ 8.1.A Technology Operations and Concepts ☐ 8.1.B Creativity and Innovation ☒ 8.1.C Communication and Collaboration ☒ 8.1.D Digital Citizenship ☒ 8.1.E Research and Information Fluency ☒ 8.1.F Critical Thinking, Problem Solving & Decision Making	☐ 8.2.A The Nature of Technology: Creativity and Innovation ☐ 8.2.B Technology and Society ☐ 8.2.C Design ☐ 8.2.D Abilities for a Technological World ☐ 8.2.E Computational Thinking: Programming

Career Ready Practices
☐ CRP1. Act as a responsible and contributing citizen and employee
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☐ CRP3. Attend to personal health and financial well-being
☒ CRP4. Communicate clearly and effectively with reason
☐ CRP5. Consider the environmental, social and economic impacts of decisions
☐ CRP6. Demonstrate creativity and innovation
☐ CRP7. Employ valid and reliable research strategies
☐ CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
☐ CRP9. Model integrity, ethical leadership, and effective management
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☐ CRP12. Work productively in teams while using global cultural competence

Grade 7 Reading Unit 5:   Poetry

OVERALL UNIT GOALS:
- Students will recognize what sets poetry apart from prose.
- Students will appreciate various styles of poetry.
- Students will both read and create a wide variety of poems.
- Students will recognize how elements of poetry can be used to enhance their writing.

Essential Questions
- How does analyzing poetry influence our own writing?
- How does poetry convey meaning?

KNOWLEDGE	SKILLS	STANDARDS
Good readers know that • There is a difference between literal and figurative language • poems can be interpreted differently by different people • sound is important in poetry • Poems should be read more than once and unfamiliar words should be defined • Poetry should be read aloud as well as silently • Learning about the poet prior to reading his or her work may add to one's understanding of a poem as some poems include autobiographical elements	**Students will…** • Be able to offer different interpretations of a poem • Understand the structure of a variety of types of poems • Analyze poetic literature • Understand that the persona (speaker) in a poem may be the poet himself or someone created by the poet • Understand poetic terms/ devices (metaphor, simile, personification, meter, rhyme scheme, slant rhyme, eye rhyme, alliteration, assonance, haiku, limerick persona, tone, lyrical, concrete, shaped)	**L7.3 L7.4 L7.5 L7.6 RL7.1 RL 7.2 RL 7.4 RL 7.5 RL 7.6 RL 7.7 RL7.10 SL7.1 SL 7.2 W 7.4 W7.5 W7.6**

Interdisciplinary Connections:
Visual and Performing Arts/ Theatre-
1.1.8.C.3 Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.

Social Studies Skills 5-8
Critical Thinking

Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information.

Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.)
Presentational Skills

Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

Differentiation
- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Assessment
Observations
Partner Talk
Small Group Sessions
Reading Conferences
Reading Logs
Quizzes
Test
Writing About Reading
Writing project – Groups will research a poet and write a poem about the poet citing sources of biographical information (to be posted on class blog set up for this purpose)

Resources
-*Units of Study for Teaching Reading: A Deep Study of Character,* Ehrenworth *(2017); A Common Core Workshop Curriculum,* Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2014
Selected poems
"For Some Slight I Can't Quite Recall," by Ross Gay (http://poets.org/poetsorg/poem/some-slight-i-cant-quite-recall)
"Bringing My Son to the Police Station to Be Fingerprinted," by Shoshauna Shy (http://www.loc.gov/poetry/180/068.html)
"Spring is like a perhaps hand," by ee cummings
(http://www.pemhunter.com/poem/spring-is-like-a-perhaps-hand/)
"We Real Cool: The Pool Players. Seven at the Golden Shovel"by Gwendolyn Brooks (https://www.poets.org/poetsorg/poem/we-real-cool)
 "Nikki-Rosa," by Nikki Giovanni (http://www.poetryfoundation.org/poem/177827)
"Knock, Knock" by Daniel Beatty

"If I Should Have a Daughter" by Sarah Kay
"Hands" by Sarah Kay
"What Teachers Make" by Taylor Mali

21st Century Themes	21st Century Skills
☐ Global Awareness	☒ Critical Thinking and Problem Solving
☐ Environmental Literacy	☒ Creativity and Innovation
☐ Health Literacy	☒ Collaboration, Teamwork, and Leadership
☐ Civic Literacy	☒ Cross-cultural and Interpersonal Communication
☐ Financial, Economic, Business, and Entrepreneurial Literacy	☒ Accountability, Productivity, and Ethics

8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
☐ 8.1.A	Technology Operations and Concepts	☐ 8.2.A The Nature of Technology: Creativity and Innovation
☐ 8.1.B	Creativity and Innovation	☐ 8.2.B Technology and Society
☒ 8.1.C	Communication and Collaboration	☐ 8.2.C Design
☒ 8.1.D	Digital Citizenship	☐ 8.2.D Abilities for a Technological World
☒ 8.1.E	Research and Information Fluency	☐ 8.2.E Computational Thinking: Programming
☒ 8.1.F	Critical Thinking, Problem Solving & Decision Making	

Career Ready Practices

☐ CRP1.   Act as a responsible and contributing citizen and employee
☒ CRP2.   Apply appropriate academics and technical skills
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☒ CRP4.   Communicate clearly and effectively with reason
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☐ CRP7.   Employ valid and reliable research strategies
☐ CRP8.   Utilize critical thinking to make sense of problems and persevere in solving them
☐ CRP9.   Model integrity, ethical leadership, and effective management
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☒ CRP11.   Use technology to enhance productivity
☐ CRP12.   Work productively in teams while using global cultural competence

Grade 7 Reading Unit 6: Science Fiction/Dystopian

OVERALL UNIT GOALS:
- Students will understand that realistic facts strengthen science fiction writing.
- Students will understand that different genres of literature can be science fiction: a novel, a teleplay, short story
- Students will recognize that science fiction often makes the reader think about the future and realistic problems we may face someday.

Essential Questions
- What is a dystopia?

- From whose viewpoint is the story being told and how does this affect character development?
- How does the dystopian setting impact the characters, conflict, and theme of the story?
- How do different authors develop similar themes through dystopian texts?
- What statement or warning is the author presenting to today's society?
- How do readers analyze the various pressures characters are facing?
- How do readers recognize and analyze motifs and themes in a story?
- How do authors write in ways that reveal themes to readers?
- How do readers develop agency in their reading lives?

KNOWLEDGE	SKILLS	STANDARDS
Good readers know that - Previewing the book will activate prior knowledge and enhance comprehension - science fiction may contain facts yet is still fiction - Making predictions about character and plot engages the reader and causes students to evaluate their own comprehension as they confirm and adjust predictions - The purpose of fiction may be to entertain yet a writer may be making meaningful social commentary as well.	**Students will…** - Understand the concepts of utopia and dystopia - Understand man vs society conflict - Observe the author's use of foreshadowing and irony - Understand what a euphemism is and why we use euphemisms - Trace character and plot development - Be able to critique writer's choices - Be able to suggest other scenarios as the basis of a sci-fi story - Understand play directions and how a teleplay differs from a stage play - Use literary terms (covered throughout the year) appropriately as the book, teleplay and stories are discussed	**CORE Content Standards** **L7.3 L7.4 L7.5 L 7.6 RL7.1** **RL7.2 RL7.3 RL7.5 RL7.7** **RL7.10 SL7.1 SL7.2**

Interdisciplinary Connections:
Visual and Performing Arts/ Theatre-
1.1.8.C.3 Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.

Social Studies Skills 5-8
Critical Thinking

Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information.
Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.)

Presentational Skills

Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

Differentiation
- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Assessment
Observations
Partner Talk
Small Group Sessions
Reading Conferences
Reading Logs
Quizzes
Test
Writing About Reading

Resources
-*Units of Study for Teaching Reading: A Deep Study of Character,* Ehrenworth *(2017); A Common Core Workshop Curriculum,* Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2014
Suggested Texts: Science Fiction – *The Giver* and other readings in science fiction: *The Monsters Are Due on Maple Street*, "Zoo" and "All Summer in a Day"

21st Century Themes	21st Century Skills
☐ Global Awareness ☐ Environmental Literacy ☐ Health Literacy ☐ Civic Literacy ☐ Financial, Economic, Business, and Entrepreneurial Literacy	☒ Critical Thinking and Problem Solving ☒ Creativity and Innovation ☒ Collaboration, Teamwork, and Leadership ☒ Cross-cultural and Interpersonal Communication ☒ Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
☐ 8.1.A Technology Operations and Concepts ☐ 8.1.B Creativity and Innovation ☒ 8.1.C Communication and Collaboration ☒ 8.1.D Digital Citizenship ☒ 8.1.E Research and Information Fluency ☒ 8.1.F Critical Thinking, Problem Solving & Decision Making	☐ 8.2.A The Nature of Technology: Creativity and Innovation ☐ 8.2.B Technology and Society ☐ 8.2.C Design ☐ 8.2.D Abilities for a Technological World ☐ 8.2.E Computational Thinking: Programming
Career Ready Practices	

☐ CRP1.   Act as a responsible and contributing citizen and employee
☒ CRP2.   Apply appropriate academics and technical skills
☐ CRP3.   Attend to personal health and financial well-being
☒ CRP4.   Communicate clearly and effectively with reason
☐ CRP5.   Consider the environmental, social and economic impacts of decisions
☐ CRP6.   Demonstrate creativity and innovation
☐ CRP7.   Employ valid and reliable research strategies
☐ CRP8.   Utilize critical thinking to make sense of problems and persevere in solving them
☐ CRP9.   Model integrity, ethical leadership, and effective management
☐ CRP10. Plan education and career paths aligned to personal goals
☒ CRP11. Use technology to enhance productivity
☐ CRP12. Work productively in teams while using global cultural competence

GRADE 8

Pacing Guide
ELA Reading and Writing

Nonfiction 15 days	Fiction 20 days	Narrative 10 days	Lit. Analysis 10 days	Author Study 30 days	Lit Analysis 5 days
Marking Period 1			Marking Period 2		

Historical Fiction 15 days	Nonfiction 15 days	Holocaust 10 days	Lit Analysis 5 days	Drama 10 days	Poetry 25 days	Lit Analysis 5 days
Marking Period 3				Marking Period 4		

Unit 1   Nonfiction

Unit 2   Fiction

Unit 3   Narrative

Unit 4   Literary Analysis

Unit 5   Author Study

Unit 6   Historical Fiction

Unit 7   Drama

Unit 8   Poetry

Grade 8 Unit 1:   Nonfiction

Overall Unit Goals:
- Examination of a central idea of a text and analysis of its development over the course of a reading inclusive of its relationship with supporting ideas
- Citation of textual evidence that effectively supports analysis of the explicit function and inferences of that text
- Determining an author's view or purpose in the text and the analysis of any bias, slant, or argument for relevancy/irrelevancy of evidence
- Use of writing to analyze relevant content and differentiate fact from opinion
- Expression of self in writing to explain/convey ideas/concepts through selection, organization, and analysis of content
- Acquisition and use of accurately grade-appropriate words/phrases
- Utilization of the relationship between particular words to enhance vocabulary and understanding of words
- Demonstration of support claims with logical reasoning and relevant evidence

ESSENTIAL QUESTIONS

- How do readers recognize a nonfiction piece versus a fiction piece?
- Why is it important to differentiate between fiction and nonfiction?
- How do readers approach different types of text?
- How does one recognize credibility or bias?
- How much information is enough?
- How do specific words change perception?

KNOWLEDGE	SKILLS	STANDARDS
Good readers will know: • determining key ideas will bridge understanding • Analyzing credibility or bias helps establish purpose • viewing conflicting evidence or viewpoints helps determine truth • being able to distinguish the difference between connotation/denotation aids meaning	**Students will:** • Examine and compare fiction vs. nonfiction for reading strategies and content evaluation • Preview and read varied types of nonfiction for text organization and text elements • Read to discover, recognize purpose and value of main ideas in nonfictional text	RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10, RL.8.2, RL.8.3, RL.8.5, RL.8.7, RL.8.9, RL.8.10, W.8.1.a, b, c, d, e, W.8.2.a, b, c, d, e, f, W.8.4, W.8.5, W.8.6, SL.8.1.a, b, c, d, SL.8.2, SL.8.3, SL.8.4,

		SL.8.5, SL.8.6, L.8.2, L.8.3, L.8.4.a, L.8.6

- how to determine and understand perception though point of view
- how to consider the importance of text, textual elements, and vocabulary

Good writers will know:
- improving vocabulary establishes better writing
- supporting responses (text to text, text to self, text to world) bring about clarity
- demonstrating organization, flow, grammar, mechanics improves writer's craft
- utilizing examples, quotes, and persuasive techniques supports writing

- Determine/evaluate the differences between fact and opinion in text
- Analyze scope and organization of ideas
- Analyze proposition and support
- View and synthesize word choice and tone through modeling
- Write thesis statements
- Analyze arguments
- Compare/contrast
- Critically read newspaper articles and editorials
- Write to persuade

Interdisciplinary Connections:
Visual and Performing Arts/ Theatre-
1.1.8.C.3 Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.

Companion Standards
WHST.6-8.1. Write arguments focused on *discipline-specific content*.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Social Studies Skills 5-8
Critical Thinking

Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information.
Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.)

Presentational Skills

Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

Differentiation

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the learner.

Assessment

Observations
Partner Talk
Small Group Sessions
Reading Conferences
Reading Logs
Quizzes
Test
Writing About Reading

Discussion: whole class to text – Teacher-created or text-created questions to determine comprehension and understanding
Tiered Lesson – Mastery and Advanced
Tier I: *Meets Standard* - Write a persuasive essay to a prompt, which meets rubric and expectations. Demonstrates paragraph form, ability to organize, includes thesis statement, internal paragraphs, transitional wording, and creates flow.
Tier II: *Above Standard* -Write a persuasive essay to a prompt, which meets rubric and expectations. Uses a thesis statement, figurative devices/imagery and quotes. Demonstrates paragraph form, ability to organize, includes thesis statement, internal paragraphs, transitional wording, and creates flow using strong eighth grade vocabulary.

Differentiation – Scaffolding struggling readers – Challenging more fluent readers

Working with Text – Multiple choice questions with a range of comprehension determinants

Analyzing Text – Open-Ended to determine success as reader/writer

Formative – Oral and "Do Nows" to assess progress and peer editing to rubric

Self-Assessment – Objective Assessment for Immediacy/Metacognition

Summative – End of Unit and Benchmark Persuasive Writing

Resources
-*Units of Study for Teaching Reading: A Deep Study of Character,* Ehrenworth *(2017); A Common Core Workshop Curriculum,* Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2014

Nonfiction texts from Newsela
Leveled titles

21st Century Themes	21st Century Skills
☐ Global Awareness	☒ Critical Thinking and Problem Solving
☐ Environmental Literacy	☒ Creativity and Innovation
☐ Health Literacy	☒ Collaboration, Teamwork, and Leadership
☐ Civic Literacy	☒ Cross-cultural and Interpersonal Communication
☐ Financial, Economic, Business, and Entrepreneurial Literacy	☒ Accountability, Productivity, and Ethics

8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
☐ 8.1.A Technology Operations and Concepts	☐ 8.2.A The Nature of Technology: Creativity and Innovation
☐ 8.1.B Creativity and Innovation	☐ 8.2.B Technology and Society
☒ 8.1.C Communication and Collaboration	☐ 8.2.C Design
☒ 8.1.D Digital Citizenship	☐ 8.2.D Abilities for a Technological World
☒ 8.1.E Research and Information Fluency	☐ 8.2.E Computational Thinking: Programming
☒ 8.1.F Critical Thinking, Problem Solving & Decision Making	

Career Ready Practices

☐ CRP1. Act as a responsible and contributing citizen and employee

☒ CRP2. Apply appropriate academics and technical skills

☐ CRP3. Attend to personal health and financial well-being

☒ CRP4. Communicate clearly and effectively with reason

☐ CRP5. Consider the environmental, social and economic impacts of decisions

☐ CRP6. Demonstrate creativity and innovation

☐ CRP7. Employ valid and reliable research strategies

☐ CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

☐ CRP9. Model integrity, ethical leadership, and effective management

☐ CRP10. Plan education and career paths aligned to personal goals

☒ CRP11. Use technology to enhance productivity

☐ CRP12. Work productively in teams while using global cultural competence

Grade 8 Unit 2: Reading and Writing Fiction- Short Story

Overall Unit Goals:
- Read to determine, evaluate, and understand themes/central ideas and analyze their development
- Analyze how particular character traits, dialogue, point of view, and/or incidents in stories propel the action
- Acquire writing skills which analyze relevant content
- Develop skills to explain/convey ideas/concepts through selection, organization, and analysis of content
- Acquire and accurately use grade-appropriate words/phrases
- Understand relationships between particular words that enhance vocabulary and understanding of words
- Acquire and use literary devices to extend writing and to recognize better literature

ESSENTIAL QUESTIONS

- Can conflicts be resolved?
- How do character traits affect a story?
- How can writers influence perspective?
- Can conflict and structure affect plot and reading?
- How does understanding literature enable readers in determining good/bad literature?

How do literary devices affect interpretation?

KNOWLEDGE	SKILLS	STANDARDS
Good readers will know that: • Prediction can be discovered in stories' plots and themes • Authors include clues and evidence to denote character • Establishing plot elements aids in story analysis • comprehending context clues aide in inference and word meaning • Knowing the difference between connotation/denotation aids clarity • Determining point of view affects perspective • Understanding literary devices, imagery, vocabulary creates clarity **Good writers know that:**	**Students will:** • Determine/evaluate character/s and characteristics in literature • Determine point of view in reading • Identify the arrangement story elements (plot pyramid) • Analyze conflict types • Determine inference, theme, point of view, connotation, denotation, figurative language, author's purpose • Correctly define and use new words • Review correct use of nouns/verbs (case, usage, verbal's, voice, mood, agreement) • Write to explain, reflect, and analyze literature	RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10 W.8.2.a, b, c, d, e, f, W.8.4, W.8.5, L.8.1.a, b, c, d, L.8.2.a, b, c, L.8.3.a, L.8.4.a, b, c, d, L8.5.a, b, c, L.8.6

• improving vocabulary enhances writing • supporting responses (text to text, text to self, text to world) clarifies text • using organization, flow, grammar, mechanics aids understanding • utilizing literary devices, imagery, and analogies empowers writers	• Cite evidence to support analysis of text • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience • Discuss theme, perspective, prediction in literature, character/s and literary devices	

Interdisciplinary Connections:

Visual and Performing Arts/ Theatre-
1.1.8.C.3 Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.

Social Studies Skills 5-8
Critical Thinking

Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information.
Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.)

Presentational Skills

Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

Differentiation
- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the learner.

Assessment
>   Observations
>   Partner Talk
>   Small Group Sessions
>   Reading Conferences
>   Reading Logs
>   Quizzes
>   Test
>   Writing About Reading

Resources

-*Units of Study for Teaching Reading: A Deep Study of Character,* Ehrenworth *(2017); A Common Core Workshop Curriculum,* Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2014

21st Century Themes	21st Century Skills
☐ Global Awareness	☒ Critical Thinking and Problem Solving
☐ Environmental Literacy	☒ Creativity and Innovation
☐ Health Literacy	☒ Collaboration, Teamwork, and Leadership
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☒ 8.1.C	Communication and Collaboration	☐ 8.2.C Design
☒ 8.1.D	Digital Citizenship	☐ 8.2.D Abilities for a Technological World
☒ 8.1.E	Research and Information Fluency	☐ 8.2.E Computational Thinking: Programming
☒ 8.1.F	Critical Thinking, Problem Solving & Decision Making	

Career Ready Practices

☐ CRP1.   Act as a responsible and contributing citizen and employee
☒ CRP2.   Apply appropriate academics and technical skills
☐ CRP3.   Attend to personal health and financial well-being
☒ CRP4.   Communicate clearly and effectively with reason
☐ CRP5.   Consider the environmental, social and economic impacts of decisions
☐ CRP6.   Demonstrate creativity and innovation
☐ CRP7.   Employ valid and reliable research strategies
☐ CRP8.   Utilize critical thinking to make sense of problems and persevere in solving them
☐ CRP9.   Model integrity, ethical leadership, and effective management
☐ CRP10.   Plan education and career paths aligned to personal goals
☒ CRP11.   Use technology to enhance productivity
☐ CRP12.   Work productively in teams while using global cultural competence

Grade 8 Unit 3:   Narrative

Overall Summary
Students will create fictional characters, settings, conflicts, and plots. Seventh grade is a year of self-discovery and personal development. Fictional writing allows students to explore real life issues through the creation of imagined storylines. Through this process, students are able to form their own self-identities. This genre of writing allows students to further develop their narrative writing skills, while having the opportunity to grow beyond personal narrative. Ultimately, students will strive to develop a theme that is meaningful in their own lives.

ESSENTIAL QUESTIONS
- How can I develop a character and plot line?
- How do I develop a theme throughout a story?
- How can I bring a fictional story to life?

KNOWLEDGE & SKILLS	STANDARDS
- Gather ideas for fiction by… - paying close attention to the small moments in their own lives (including the conflicts--internal and external--they have experienced). - Thinking about the stories they wished existed in the world. - creating characters who struggle with issues that are important to them. - Choose a story seed by considering the message (theme) they feel the world really needs to hear. - Finalize their story seeds by taking their characters out for a "test drive," placing the characters in everyday scenes, outside of the storyline, and then seeing how the characters move, think, and act. - Plan their realistic fiction stories by completing a storyline organizer, considering the purpose of the different scenes of the plot. - Summarize their stories in one sentence to discover what the story is really about. - Revise their storyline organizers to consider the purpose and order of specific scenes. - Draft their realistic fiction short stories, using the storyline organizer they completed. - Revise their realistic fiction stories by crafting different kinds of leads to both engage and orient readers. - Revise their short stories by focusing on pacing (using short sentences to speed up a moment and longer sentences to slow down a moment--specifically the climax). - Revise their short stories by focusing on bringing their stories to life, showing and not just telling about the experiences and characters of the story (adding purposeful dialogue, sensory details,	W.8.1.a-e, W.8.2.d, W.8.3.b, W.8.3.d, W.8.4, W.8.5, W.8.6, W.8.7, W.8.9.a; W.8.10 RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

inner thoughts/feelings, actions/physical descriptions, or reflection) *Focus on implicit endings to reveal theme.
- Revise their short stories by focusing on using a variety of transitions to convey sequence, signal shifts from one time frame or setting to another, and show relationships among experiences and event.
- Revise their short stories by getting rid of "extra stuff" that weighs the story down.
- Edit their short stories for errors with... - pronoun/antecedent agreement - ambiguous pronouns - sentence structure (complete sentences, phrases, clauses, run-ons) - verb tense - point of view - subject/ verb agreement

Interdisciplinary Connections:
Visual and Performing Arts/ Theatre-
1.1.8.C.3 Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.

Social Studies Skills 5-8
Critical Thinking

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Differentiation
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- Assign, assess and modify if necessary to address the specific needs of the learner.
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Assessment
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   Partner Talk
   Small Group Sessions
   Reading Conferences
   Reading Logs
   Quizzes
   Test
   Writing About Reading

Resources
Newsela
Leveled titles

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☒ 8.1.C Communication and Collaboration	☐ 8.2.C Design
☒ 8.1.D Digital Citizenship	☐ 8.2.D Abilities for a Technological World
☒ 8.1.E Research and Information Fluency	☐ 8.2.E Computational Thinking: Programming
☒ 8.1.F Critical Thinking, Problem Solving & Decision Making	

Career Ready Practices	
☐ CRP1.	Act as a responsible and contributing citizen and employee
☒ CRP2.	Apply appropriate academics and technical skills
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☐ CRP7.	Employ valid and reliable research strategies
☐ CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them
☐ CRP9.	Model integrity, ethical leadership, and effective management
☐ CRP10.	Plan education and career paths aligned to personal goals
☒ CRP11.	Use technology to enhance productivity
☐ CRP12.	Work productively in teams while using global cultural competence

Grade 8 Unit 4:   Literary Analysis

Overall Unit Goals:
- Students will be able to: Write a thematic essay:
- Look for themes all around us
- Read closely to develop themes
- Fine tune themes by studying author's craft
- Clarify relationships between evidence and ideas
- Craft a counter-argument within the literary essays
- Write a comparative essay
- Write across texts
- Write comparative essays on demand
- Publish on the internet
- Write for an authentic audience

ESSENTIAL QUESTIONS

- **How do writers structure essays in ways that will support their arguments?**
- **How do writers craft claims and gather effective evidence for their essays?**
- **How do writers craft compelling introductions and conclusions for their essays?**
- **How do writers craft essays that compare and contrast two pieces of literature?**
- **How do writers transfer all they know about writing literary essays to on-demand situations?**

KNOWLEDGE & SKILLS	STANDARDS
Writers will construct essays using a predictable structure. **Writers will gather evidence to support their claims.** **Writers will embed evidence within their essays using transitional phrases.** **Writers will explain how their evidence connects with their claim.** **Writers will acknowledge and refute counterarguments in their essays.** **Writers will support their claims by quoting accurately from the text.** **Writers will craft compelling introductions and conclusions for their essays.** **Writers will craft essays that compare and contrast aspects of two pieces of literature.** **Writers will compare and contrast the craft moves that authors use in two pieces of literature.** **Writers will apply all they know about writing literary essays in on-demand situations.**	W.8.1.a-e, W.8.2.d, W.8.3.b, W.8.3.d, W.8.4, W.8.5, W.8.6, W.8.7, W.8.9.a; W.8.10 RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Interdisciplinary Connections:
Visual and Performing Arts/ Theatre-
1.1.8.C.3 Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.

Social Studies Skills 5-8
Critical Thinking

Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information.
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Presentational Skills

Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

Differentiation

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the learner.

Assessment

Observations
Partner Talk
Small Group Sessions
Reading Conferences
Reading Logs
Quizzes
Test
Writing About Reading

Resources

Newsela
Leveled titles

21st Century Themes	21st Century Skills
☐ Global Awareness	☒ Critical Thinking and Problem Solving
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☒ 8.1.C Communication and Collaboration	☐ 8.2.C Design

☒ 8.1.D	Digital Citizenship	☐ 8.2.D Abilities for a Technological World
☒ 8.1.E	Research and Information Fluency	☐ 8.2.E Computational Thinking: Programming
☒ 8.1.F	Critical Thinking, Problem Solving & Decision Making	

Career Ready Practices

☐ CRP1. Act as a responsible and contributing citizen and employee

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☐ CRP9. Model integrity, ethical leadership, and effective management

☐ CRP10. Plan education and career paths aligned to personal goals

☒ CRP11. Use technology to enhance productivity

☐ CRP12. Work productively in teams while using global cultural competence

Grade 8 Unit 5: Author Study

<table>
<tr><td colspan="3">
Overall Unit Goals:

Determination of theme, character, and central idea; analyze these as they develop in the reading
Analysis of how particular character types propel or contain the action in a novel
Understanding writing to analyze relevant content, noting comparisons, and contrasting ideas and characters
Successful writing to explain/convey ideas/concepts through selection, organization, and analysis of content
Interpretation and synthesis of Steinbeck's craft and style
Acquisition and use of literary devices to extend writing and to recognize better literature
Identification of differentiating characteristics of one writer's craft

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ESSENTIAL QUESTIONS

How do life experiences influence a writer?
How does knowing an author's background and the time period facilitate understanding the text?
How does making connections between an author's books improve understanding the writing?
How does <u>want</u> influence character?
What is happiness/can it be purchased?
Can an ethical person be corrupted?
What constitutes an ethical person?
How does isolation impact character?

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</table>

KNOWLEDGE	SKILLS	STANDARDS
Good Readers know: • Analysis of literature for author's purpose (didactic, philosophical, entertainment, argumentative, or combination of these) elucidate the writing • Examination of a writer's craft for subtle or direct similarities of theme, style, and characters improves understanding • Observation of plot elements, symbolism, literary devices, and imagery while reading is proactive • Judging the reputation of the work and its author determines the longevity of the writing • Examination of what makes good literature endure over time **Good Writers know:**	Students will: • Annotate reading for interpretation and discussion • Reflect in journal entries • Identify character types (round, flat, foil, static, dynamic, stock, confidante) • Develop a strong understanding and use of figurative language • Compare author's written work as examined in class • Discuss themes, characters, and literary devices	RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10 RI.8.3, RI.8.7, RI.8.10, W.8.2.b, d, e, f, W.8.4, W.8.6, W.8.7, W.8.8, W.8.9.a, b, W.8.10, SL.8.1.a, b, c, d, SL.8.4, SL.8.5, SL.8.6, L.8.1.a, b, c, d, L.8.2.a, b, c, L.8.3.a, L.8.4.a, b, c, d, L.8.5.a, b, c, L.8.6

• Application of modeled literary elements, symbolism, imagery, characteristics improve writing • Reflective responses clarify timeless literature	• Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience • Examine a cultural and social context for writing • Use correct pronoun case and number • Correctly summarize reading	

Interdisciplinary Connections:
Visual and Performing Arts/ Theatre-
1.1.8.C.3 Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.

Social Studies Skills 5-8
Critical Thinking

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Writing About Reading

Discussion: whole class on novels with teacher created or book scripted questions to determine comprehension and understanding

Tiered Lesson – Mastery and Advanced

Tier I: Meets Standard - Write reader responses and open-ended responses, which address rubric. Demonstrates paragraph form, ability to organize, create flow, and demonstrates reader/writer connection.

Tier II: Above Standard -Write reader responses and open-ended responses, which address rubric, use of quotes in text-to-text support and imagery/literary devices in responses. Demonstrates paragraph form, ability to organize, and create flow using strong eighth grade vocabulary.

Differentiation – Scaffolding struggling readers – Challenging more fluent readers

Working with Text – Multiple choice questions with a range of comprehension determinants

Analyzing Text – Open-Ended to determine success as reader/writer

Formative – Oral and "Do Nows" to assess progress

Self-Assessment – Vocabulary and Objective Assessment for Immediacy/Metacognition

Summative – End of Novel / End of Unit

Resources

-*Units of Study for Teaching Reading: A Deep Study of Character,* Ehrenworth *(2017); A Common Core Workshop Curriculum,* Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2014

A & E's Biography John Steinbeck
PowerPoint on California
PowerPoint on Mexico
Novels: *The Pearl*
　　　　Of Mice and Men

21st Century Themes	21st Century Skills
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☐ Environmental Literacy	☒ Creativity and Innovation
☐ Health Literacy	☒ Collaboration, Teamwork, and Leadership
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☐ Financial, Economic, Business, and Entrepreneurial Literacy	☒ Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	**8.2 Technology Education, Engineering, Design & Computational Thinking - Programming**
☐ 8.1.A Technology Operations and Concepts ☐ 8.1.B Creativity and Innovation ☒ 8.1.C Communication and Collaboration ☒ 8.1.D Digital Citizenship ☒ 8.1.E Research and Information Fluency ☒ 8.1.F Critical Thinking, Problem Solving & Decision Making	☐ 8.2.A The Nature of Technology: Creativity and Innovation ☐ 8.2.B Technology and Society ☐ 8.2.C Design ☐ 8.2.D Abilities for a Technological World ☐ 8.2.E Computational Thinking: Programming
Career Ready Practices	

☐ CRP1.   Act as a responsible and contributing citizen and employee

☒ CRP2.   Apply appropriate academics and technical skills

☐ CRP3.   Attend to personal health and financial well-being

☒ CRP4.   Communicate clearly and effectively with reason

☐ CRP5.   Consider the environmental, social and economic impacts of decisions

☐ CRP6.   Demonstrate creativity and innovation

☐ CRP7.   Employ valid and reliable research strategies

☐ CRP8.   Utilize critical thinking to make sense of problems and persevere in solving them

☐ CRP9.   Model integrity, ethical leadership, and effective management

☐ CRP10.   Plan education and career paths aligned to personal goals

☒ CRP11.   Use technology to enhance productivity

☐ CRP12.   Work productively in teams while using global cultural competence

Grade 8 Unit 6: Historical Fiction

Unit Summary

This unit, focusing on historical fiction, will add layers of plot complexity and interpretive potential to the kind of "current" fiction students have been reading until now. Readers of historical fiction need to revisit all they know about reading fiction and try these strategies in stories that take place in another setting and time. They need to assimilate a larger and more complex plot as the personal story of fictional characters intertwines with a larger historical era. Historical fiction is inherently complex, so students will benefit from the support and collaborative interpretations of their conversations. Inherent in this genre is the potential to overlap and integrate nonfiction texts. Discussions will move from talk about a time period to discussions focusing on large, complicated themes that have recurred in human history and continue to be relevant today. Most historical fiction teaches lessons about human endurance or social justice, so conversations will move into interpreting the novel's' underlying themes

ESSENTIAL QUESTIONS

- What norms/planning create a successful book discussion?
- What strategies do good readers use to successfully manage the challenges of historical fiction texts?
- What themes and messages are readers likely to encounter when reading historical fiction?
- How does support and collaborative interpretation of a book facilitate understanding of historical fiction text?

KNOWLEDGE & SKILLS	STANDARDS
- Investigate the special role of setting in a historical fiction novel to inform their understanding of the story. Additionally, they will learn to accumulate and synthesize details and use essential reading tools such as timelines, graphic organizers, lists of characters, and so on to support their thinking and discussion. - Identify that there are personal and historical conflicts in historical fiction, and major and minor conflicts. - Notice the impact of setting and change in setting on the characters. - Learn about characters by how they react to conflicts in the story. - Track historical events in a novel using graphic organizers such as timelines. - Pay attention to descriptive, transitional passages that tell about daily life—for example, about how a character gets from one place to another.	W.8.1.a-e, W.8.2.d, W.8.3.b, W.8.3.d, W.8.4, W.8.5, W.8.6, W.8.7, W.8.9.a; W.8.10 RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

- Recognize that the character's behavior is shaped by what is happening in the world in which he/she lives (historical content).
- Look for symbolism, imagery, metaphor or any other forms of author's craft within the text that feels significant.
- View the story from the perspective of the protagonist, but must also step into the shoes of the secondary characters in order to better understand the bigger picture of what the story might really be about.
- Ask themselves who has power, how is power visible, what forms can power take, and how does power shift, in order to help us find huge meanings in books.
- Refer to nonfiction to spark ideas and gain background knowledge about historical events.
- Take meaning from text and develop ideas for their own lives and the world at large.

Interdisciplinary Connections:
Visual and Performing Arts/ Theatre-
1.1.8.C.3 Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.

Social Studies Skills 5-8
Critical Thinking

Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information.
Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.)

Presentational Skills

Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

Differentiation
- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.

- The teacher will individually conference with each student to address specific needs of the learner.

Assessment

Observations

Partner Talk

Small Group Sessions

Reading Conferences

Reading Logs

Quizzes

Test

Writing About Reading

Resources

Newsela

Leveled titles

Daniel's Story (Carol Matas) Devil's Arithmetic (Jane Yolen) Friedrich (Hans Peter Richter) Island on Bird Street (Uri Orlev) Stones in Water (Donna Jo Napoli) Miscellaneous Picture Books: Rose Blanche (Roberto Innocenti) Terrible Things: An Allegory of the Holocaust (Eve Bunting) The Children We Remember (Chana Byers Abells) Visual Clips: The Boy in the Striped Pajamas

21st Century Themes	21st Century Skills
☐ Global Awareness	☒ Critical Thinking and Problem Solving
☐ Environmental Literacy	☒ Creativity and Innovation
☐ Health Literacy	☒ Collaboration, Teamwork, and Leadership
☐ Civic Literacy	☒ Cross-cultural and Interpersonal Communication
☐ Financial, Economic, Business, and Entrepreneurial Literacy	☒ Accountability, Productivity, and Ethics

8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
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☐ 8.1.B	Creativity and Innovation	☐ 8.2.B Technology and Society
☒ 8.1.C	Communication and Collaboration	☐ 8.2.C Design
☒ 8.1.D	Digital Citizenship	☐ 8.2.D Abilities for a Technological World
☒ 8.1.E	Research and Information Fluency	☐ 8.2.E Computational Thinking: Programming
☒ 8.1.F	Critical Thinking, Problem Solving & Decision Making	

Career Ready Practices

☐ CRP1.   Act as a responsible and contributing citizen and employee
☒ CRP2.   Apply appropriate academics and technical skills
☐ CRP3.   Attend to personal health and financial well-being
☒ CRP4.   Communicate clearly and effectively with reason
☐ CRP5.   Consider the environmental, social and economic impacts of decisions
☐ CRP6.   Demonstrate creativity and innovation
☐ CRP7.   Employ valid and reliable research strategies
☐ CRP8.   Utilize critical thinking to make sense of problems and persevere in solving them
☐ CRP9.   Model integrity, ethical leadership, and effective management
☐ CRP10.   Plan education and career paths aligned to personal goals
☒ CRP11.   Use technology to enhance productivity
☐ CRP12.   Work productively in teams while using global cultural competence

Grade 8 Unit 7: Drama Study

Overall Unit Goals:
- Examine the language and unique characteristics of reading drama as a literary form
- Analyze media representations of a play
- Experience reading and performing roles in a dramatization
- Review key events that led to the Holocaust, as well as explore issues of genocide and human rights
- Explore what roles tolerance and responsibility have in people's lives and the world
- Determine the theme in a play to analyze its development over the course its reading/performance
- Analyze how characterization, dialogue, intonation, scenes, and stage direction affect a dramatization
- Write to analyze relevant content
- Write to explain/convey ideas/concepts through selection, organization, and analysis of drama

ESSENTIAL QUESTIONS
- Is it our differences or our similarities that matter most?
- Am I my brother's keeper?
- Do people have responsibilities as human beings to protect the rights of others?
- How does drama affect view?
- How can writers of drama influence perspective?
- What does responsible behavior look like?
- How do writers use knowledge of a historic event to enhance a desire to dramatize?

KNOWLEDGE	SKILLS	STANDARDS
Good readers and viewers will know that: • analyzing the character's role determines the motivation and relationships between the people and the play	**Students will:** • Determine/evaluate character/s and dialogue in drama • Determine point of view in a scene • Identify the stage direction for effect	RL.8.2, RL.8.3, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10 RI.8.1, RI.8.2, RI.8.3, RI.8.7, RI.8.8, RI.8.10, W.8.2.b, c, d, W.8.9.a,

		W.8.10, W.8.10, SL.8.1.a, b, c, d, SL.8.2, SL.8.6, L.8.1.b, L.8.2.a, c, L.8.3, L.8.5.a, b, L.8.6
• a play's direction and its themes broaden an audience's perspective • drama deepens understanding human behavior, motivation, diversity, culture, and history • understanding plot leads to a deeper understanding and appreciation of drama • identifying point of view aids perception • literary devices and strong vocabulary facilitate clarity • clarity and creativity in communication improves verbal and nonverbal ideas • drama is conveyed through acting, props, costumes, scenery, lighting, and sound • poetry objectifies feelings and provides a platform to contemplate and understand them **Good writers will know that:** • appropriate vocabulary aids the viewer's and reader's understanding • utilizing literary devices and imagery create clarity and foster drama • staging, direction, scripts, and acting are part of a craft and genre • poetry has a specific syntax, language and science	• Analyze intonation and impact of voice on audience • Determine inference, theme, point of view, connotation, denotation, figurative language, writer's purpose • Correctly define and use new words • Review historical event through dramatic reading of a play • Write to explain, reflect, and analyze a play • Cite evidence to support analysis of text • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience • Discuss theme, perspective, prediction in drama, character/s and lines	

Interdisciplinary Connections:

Visual and Performing Arts/ Theatre-
1.1.8.C.3 Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.

1.3.8.C.1 Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.

Social Studies
6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

Social Studies Skills 5-8
Critical Thinking

Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information.

Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.)

Presentational Skills

Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

Differentiation

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the learner.

Assessment

Observations
Partner Talk
Small Group Sessions
Reading Conferences
Reading Logs
Quizzes
Test
Writing About Reading

Discussion: daily reading of the play - whole class with the story of Anne Frank. Teacher created or text created

      questions to determine comprehension/understanding

Tiered Lesson – Mastery and Advanced
Tier I: *Meets Standard* – Respond to literature meeting rubrics and expectations. Demonstrate ability to support from reading and media through writing and dialogue, show ability to organize, use transitional wording, and the ability to show prove of point of view through text-to-text support.
Tier II: *Above Standard* - Respond to literature meeting rubrics and expectations. Demonstrate ability to support from reading and media through writing and dialogue, show ability to organize, use transitional wording, and the ability to show prove of point of view through text-to-text support. Use figurative devices/imagery and quotes to support ideas. Demonstrate paragraph form, ability to organize, includes thesis statement, internal paragraphs, transitional wording, and creates flow using strong eighth grade vocabulary.

Differentiation – Scaffolding struggling readers – Challenging more fluent readers

Formative – Oral reading and discussions plus "Do Nows" to assess progress

Self-Assessment – Objective Assessment for Immediacy/Metacognition

Summative – End of Unit and Student-created poem – "A View from This Window"

Resources
The Diary of Anne Frank (Goodrich and Hackett)
"from Anne Frank and Me (Cherie Bennett)"
"from Anne Frank: The Diary of a Young Girl" (Anne Frank)
Films: *The Diary of Anne Frank, A&E Biography: Anne Frank, Anne Frank Remembered*
Prentice Hall Video on Cherie Bennett
Posters and Material from the Holocaust Museum
Newsela

21st Century Themes	21st Century Skills
☐ Global Awareness	☒ Critical Thinking and Problem Solving
☐ Environmental Literacy	☒ Creativity and Innovation
☐ Health Literacy	☒ Collaboration, Teamwork, and Leadership
☐ Civic Literacy	☒ Cross-cultural and Interpersonal Communication
☐ Financial, Economic, Business, and Entrepreneurial Literacy	☒ Accountability, Productivity, and Ethics

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☒ 8.1.B	Creativity and Innovation	☐ 8.2.B Technology and Society
☒ 8.1.C	Communication and Collaboration	☐ 8.2.C Design
☒ 8.1.D	Digital Citizenship	☐ 8.2.D Abilities for a Technological World
☒ 8.1.E	Research and Information Fluency	☐ 8.2.E Computational Thinking: Programming
☒ 8.1.F	Critical Thinking, Problem Solving & Decision Making	

Career Ready Practices

☐ CRP1.　　　Act as a responsible and contributing citizen and employee

☒ CRP2.　　　Apply appropriate academics and technical skills

☐ CRP3.　　　Attend to personal health and financial well-being

☒ CRP4.　　　Communicate clearly and effectively with reason

☐ CRP5.　　　Consider the environmental, social and economic impacts of decisions

☐ CRP6.　　　Demonstrate creativity and innovation

☐ CRP7.　　　Employ valid and reliable research strategies

☐ CRP8.　　　Utilize critical thinking to make sense of problems and persevere in solving them

☐ CRP9.　　　Model integrity, ethical leadership, and effective management

☐ CRP10.　　Plan education and career paths aligned to personal goals

☒ CRP11.　　Use technology to enhance productivity

☐ CRP12.　　Work productively in teams while using global cultural competence

Grade 8 Unit 8: Poetry

Overall Unit Goals:
- Observation and understanding that poems are read for aesthetics, instruction, and illumination of ideas
- Recognition of the connection between poetic language and literary devices
- Appreciation of poetry as a genre
- Recognition of poetry's connection to the individual and how poems portray perspective
- Insight as to the purpose of imagery and sound devices
- Awareness of theme or central idea to explicate poems
- Appreciation of the relationship between particular words to enhance vocabulary and the interplay of words
- Comprehend the use of literary devices to extend writing and recognition of their impact on poetry

ESSENTIAL QUESTIONS

- Does poetry need to rhyme?
- How does connotation and denotation affect poetry?
- How is poetry different from prose?
- What are the elements and structures of poetry that deepen the understanding of poetry?
- What is the secret to reaching someone with words?
- How does a reader identify, respond to, analyze, and compare the elements of poetry?
- How does understanding poetry enable readers to determine good/bad poetry?
- How do literary devices affect interpretation of poems?

KNOWLEDGE	SKILLS	STANDARDS
Good readers will know that: • understanding a poem takes more than one reading • identifying poetic topics often come from clues in the title • punctuation and structure affect understanding and meaning • literal meaning and symbolic meaning change poetic analysis • examining the writer's purpose, imagery, figurative language affect meaning • there are various ways to interpret poems • reading the poem aloud helps discover sound devices **Good poets will know that:** • good writing demonstrates aesthetic value • utilizing literary devices, imagery, structure increases poetic worth • using sound devices and weighted words for effect impacts meaning	**Students will:** • Determine point of view in reading • Identify the arrangement poetic elements • Determine inference, theme, point of view, connotation, denotation, figurative language, poet's purpose • Write to explicate and reflect upon individual poems • Cite evidence to support analysis of poetry • Discuss theme, perspective in poetry, structure, character/s and literary devices in explication of poetry • Write and read narrative, lyric, rhyming, free verse poetry, and sonnets • Write and read rhythmic poems, ballads, and poems with refrain • Critique the value and understand metric feet (iamb and anapest) • Review and use figurative language in poems • Compare Poetry to Prose	RL.8.1, RL.8.2, RL.8.4, RL.8.5, RL.8.10, RI.8.4, RI.8.5, SL.8.1.a, L.8.1.b, d, L.8.2.a, b, c, L.8.3.a, L.8.4.a, L.8.5.a, b, c, L.8.6

Interdisciplinary Connections:
Visual and Performing Arts/ Theatre-
1.1.8.C.3 Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.

Social Studies Skills 5-8
Critical Thinking

Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information.
Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.)

Presentational Skills

Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

Differentiation
- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the learner.

Assessment
Observations
Partner Talk
Small Group Sessions
Reading Conferences
Reading Logs
Quizzes
Test
Writing About Reading

Discussion: whole class about poems and teacher-created or book-created questions to determine comprehension/understanding
Tiered Lesson – Mastery and Advanced
Tier I: Meets Standard – Write and respond to poetry meeting rubrics and expectations. Demonstrate ability to support responses from established poems and create self-written poetry demonstrating use of literary devices and imagery.
Tier II: Above Standard - Write and respond to poetry meeting rubrics and expectations. Demonstrate ability to support responses from established poems and create self-written poetry demonstrating use of literary devices and imagery. Respond to poetry using explication/compare/contrast essays meeting rubrics and

expectations. Demonstrate ability to support from reading and listening through writing essays, show ability to organize, use transitional wording, and the ability to show prove of point of view through text-to-text support. Use figurative devices/imagery and quotes to support ideas. Demonstrate paragraph form, ability to organize, includes thesis statement, internal paragraphs, transitional wording, and creates flow using strong eighth grade vocabulary.

Differentiation – Scaffolding struggling readers – Challenging more fluent readers

Leveling: Differentiation – Scaffolding struggling readers – Challenging more fluent readers

Formative – Oral and "Do Nows" to assess progress

Self-Assessment – Self to rubric

Summative – End of Unit Assessment or Poetry ScrapbookWorking with Text – Multiple choice questions with a range of comprehension

Resources

Selected poems

"For Some Slight I Can't Quite Recall," by Ross Gay (http://poets.org/poetsorg/poem/some-slight-i-cant-quite-recall)

"Bringing My Son to the Police Station to Be Fingerprinted," by Shoshauna Shy (http://www.loc.gov/poetry/180/068.html)

"Spring is like a perhaps hand," by ee cummings

(http://www.pemhunter.com/poem/spring-is-like-a-perhaps-hand/)

"We Real Cool: The Pool Players. Seven at the Golden Shovel"by Gwendolyn Brooks (https://www.poets.org/poetsorg/poem/we-real-cool)

 "Nikki-Rosa," by Nikki Giovanni (http://www.poetryfoundation.org/poem/177827)

"Knock, Knock" by Daniel Beatty

Poetry Speaks

Newsela

21st Century Themes	21st Century Skills
☐ Global Awareness	☒ Critical Thinking and Problem Solving
☐ Environmental Literacy	☒ Creativity and Innovation
☐ Health Literacy	☒ Collaboration, Teamwork, and Leadership
☐ Civic Literacy	☒ Cross-cultural and Interpersonal Communication
☐ Financial, Economic, Business, and Entrepreneurial Literacy	☒ Accountability, Productivity, and Ethics

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☒ 8.1.B	Creativity and Innovation	☐ 8.2.BTechnology and Society
☒ 8.1.C	Communication and Collaboration	☐ 8.2.CDesign
☒ 8.1.D	Digital Citizenship	☐ 8.2.DAbilities for a Technological World
☒ 8.1.E	Research and Information Fluency	☐ 8.2.E Computational Thinking: Programming
☒ 8.1.F	Critical Thinking, Problem Solving & Decision Making	

Career Ready Practices

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☒ CRP4.   Communicate clearly and effectively with reason

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☐ CRP6.   Demonstrate creativity and innovation

☐ CRP7.   Employ valid and reliable research strategies

☐ CRP8.   Utilize critical thinking to make sense of problems and persevere in solving them

☐ CRP9.   Model integrity, ethical leadership, and effective management

☐ CRP10.   Plan education and career paths aligned to personal goals

☒ CRP11.   Use technology to enhance productivity

☐ CRP12.   Work productively in teams while using global cultural competence