

Englewood on the Palisades Charter School
NJ State Standards-Aligned Curriculum
Grade Six
English Language Arts

Grade Six ELA Curriculum

The Grade six ELA curriculum aligns with NJSLS and aims to build on the foundation for learners in the areas of literacy, language development, and communication skills. This curriculum provides a structured approach to help sixth grade students continue to grow into confident readers and writers. Throughout the school year, formative and summative assessments should be incorporated to monitor student progress. The curriculum should also be flexible to adapt to individual student needs and provide additional support for struggling learners.

NJSLS ELA Strands

Reading Literature and Informational Texts:

- **Reading Comprehension:** Engage with texts through listening, discussion, and understanding main ideas.
- **Literary Analysis:** Explore story elements such as characters, settings, and events in narratives.
- **Informational Texts:** Develop an understanding of informational texts and their features.

Writing:

- **Text Types and Purposes:** Encourage students to write for different purposes (narrative, informative, opinion).
- **Production and Distribution:** Begin to compose sentences using letters, sounds, and sight words.
- **Research and Inquiry:** Introduce basic research skills through observing, asking questions, and gathering information.

Speaking and Listening:

- **Collaborative Discussions:** Engage in conversations and discussions, expressing thoughts and ideas.
- **Presentation of Knowledge and Ideas:** Communicate effectively using speech to convey information and narrate experiences.

Language:

- **Vocabulary Acquisition and Use:** Develop vocabulary by exploring words and their meanings in context.
- **Conventions of Standard English:** Understand grammar, punctuation, and usage in simple sentences.
- **Language Knowledge:** Develop an understanding of language as a system, including recognizing and producing rhymes, understanding word families, and using basic sentence structure.

Teaching Strategies and Approaches

- **Interactive Read-Alouds:** Use diverse texts to promote listening skills, vocabulary development, and comprehension.
- **Phonics and Word Study:** Employ multisensory activities to teach letter-sound correspondence, sight words, and basic decoding skills.
- **Shared Reading and Writing:** Model reading/writing processes, encouraging students to read/participate in crafting sentences and short texts.

- **Guided Reading and Writing:** Students participate in reading/crafting sentences and short texts with guidance from the teacher.
- **Collaborative Learning:** Engage students in discussions, peer interactions, and group activities to enhance speaking and listening skills.
- **Integration of Technology:** Utilize age-appropriate digital tools and resources to reinforce ELA concepts and skills.

Assessment and Evaluation

- **Formative Assessment:** Use ongoing observations, checklists, and anecdotal records to monitor students' progress in reading, writing, speaking, and listening.
- **Informal Reading Inventories:** Assess students' reading levels and comprehension through informal assessments.
- **Writing Portfolios:** Collect and analyze students' writing samples to track growth in writing skills over time.
- **Teacher-Guided Conferences:** Conduct one-on-one conversations to assess students' understanding and provide targeted feedback.

Differentiation and Support

- **Small Group Instruction:** Provide targeted support to address individual learning needs in reading, writing, or language skills.
- **Flexible Grouping:** Adjust groupings based on students' abilities and learning styles to provide tailored instruction.
- **Multi-modal Instruction:** Incorporate various teaching methods to accommodate diverse learning preferences.
- **Collaboration with Support Staff:** Work with specialists to address the needs of students requiring additional support.

Important Considerations When Choosing Mentor Texts

- **Genre Variety:** Select texts from diverse genres to expose students to different writing styles and purposes.
- **Complexity Level:** Choose texts that are appropriate for the reading level of your students, with challenges that are attainable.
- **Text Connections:** Encourage students to reflect on how the text relates to their own experiences to deepen understanding.
- **Discussion & Analysis:** Use guided discussions and close reading strategies to analyze key elements of the text and support evidence-based interpretations.

This framework aims to establish a strong ELA foundation by aligning instructional practices with the NJSLS while considering the developmental needs and diverse learning styles of students.

New Jersey Legislative Statutes and Administrative Code

Amistad Law: *N.J.S.A. 18A 52:16A-88*

[Amistad's Commission for Literacy Components in the Primary Grades](#)

[10 African and African American Folktales for Children](#)

[Learning Materials for Black History](#)

Holocaust Law: *N.J.S.A. 18A:35-28*

[Books About the Holocaust](#)

[Holocaust Books for Middle Grade Readers](#)

[Books for Teaching About the Holocaust](#)

LGBT+ and Disabilities Law: *N.J.S.A. 18A:35-4.35*

[Books with LGBTQ+ Characters](#)

[Books with Characters on the Autism Spectrum](#)

[Books with Characters who Have Learning and Attention Challenges](#)

[Books with Characters Who Have Physical Disabilities or Chronic Illnesses](#)

Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*

[Books that Promote Diversity and Inclusion](#)

[Multicultural Literature List](#)

Asian American and Pacific Islander : *N.J.S.A. 18A:35-4.44*

[Books with Asian, Asian American, and Pacific Islander Characters](#)

[Book List with Asian and Pacific Island Characters](#)

Standards in Action: *Climate Change*

New Jersey became the first state in the nation to include climate change across content areas with the adoption of the 2020 New Jersey Student Learning Standards (NJSLS). The goal of inclusion of climate change education implementation is to foster generations of New Jersey students that can analyze, question, interpret, to think independently, and bring critical deduction to fulfill, and to lead in jobs created by burgeoning industries of the future green economy.

Climate Change Suggestions for Sixth Grade:

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Climate Change Example: Students may evaluate supporting evidence in competing design solutions which claim to maintain biodiversity and ecosystem services.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Climate Change Example: Students may assess the credibility of evidence and sources while constructing an argument related to how changes to physical or biological components of an ecosystem affect populations.

SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Climate Change Example: Students may interpret and present data points for how the motions and complex interactions of air masses result in changes in weather conditions.

Grade Six ELA Unit	Length
Unit 1: Connecting Ideas: Exploring Themes, Structures, and Perspectives	9 weeks
Unit 2: Unpacking Texts: Analysis, Argumentation, and Communication	9 weeks
Unit 3: Reading Deeply, Writing Clearly: A Journey Through Texts	9 weeks
Unit 4: From Text to Understanding: Analyzing Themes, Structures, and Author Perspectives	9 weeks
Total	36 weeks

Unit 1: Connecting Ideas: Exploring Themes, Structures, and Perspectives

Unit Goal: In this unit, students will develop their analytical and communicative skills by engaging deeply with both literary and informational texts. They will learn to cite textual evidence, identify and explain themes or central ideas, and understand how text structures contribute to overall meaning. Students will practice writing informative and explanatory texts with clear organization and precise language, while also honing their

speaking and listening skills through collaborative discussions and presentations. By mastering vocabulary, grammar, and effective communication strategies, students will be equipped to articulate their understanding and insights with clarity and confidence.

Duration: 9 weeks

Essential Questions:

- How can textual evidence support our understanding of both literary and informational texts, and what strategies can be used to make relevant connections?
- What methods can we use to determine and explain the theme or central idea of a text, and how do key details support this understanding?
- In what ways does the structure of a text influence the development of ideas, plot, setting, or themes in both literary and informational texts?
- How does an author's perspective or purpose shape the interpretation of a text, and what are the implications of these perspectives on our understanding?
- How can effective writing strategies and text structures be utilized to organize and convey information clearly in informative/explanatory texts?
- What role do vocabulary and grammar play in developing clear and precise communication in writing and speaking?
- How can effective speaking and listening skills enhance collaborative discussions and presentations?

Enduring Understandings:

- Textual evidence is crucial for supporting analysis and making inferences in both literary and informational texts. The ability to cite evidence and make connections helps deepen comprehension and interpretation.
- Understanding the theme of a literary text or the central idea of an informational text involves analyzing key details and summarizing the content while separating personal opinions from textual analysis.
- The structure of a text, including how different parts contribute to the overall development of ideas and themes, is essential for a comprehensive understanding of the material.
- An author's perspective and purpose significantly impact how a text is interpreted and understood, influencing the reader's response and interpretation.
- Effective writing requires clear organization, appropriate use of text structures, and precise language to convey information accurately and engagingly.
- Mastery of grammar and vocabulary enhances both written and spoken communication, enabling students to convey ideas more clearly and effectively.
- Active participation in discussions, along with the ability to adapt speech to different contexts, is key to effective communication and collaborative learning.

NJSLS:
Reading

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly, as well as inferences drawn from the text.

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly, as well as inferences drawn from the text.

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.6.2. Determine the central idea of an informational text, and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.TS.6.4. Analyze how a particular piece (e.g. chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to the development of the ideas, plot, setting, or theme.

RI.TS.6.4. Use text structures (e.g. cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RI.PP.6.5. Identify author's purpose, perspective or potential bias and explain the impact on the reader's interpretation

Writing

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.IW.6.2.A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

W.IW.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.IW.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.

W.IW.6.2.D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.

W.IW.6.2.E. Acknowledge and attempt a formal/academic style, approach, and form.

W.IW.6.2.F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

Speaking and Listening

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PE.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.PE.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.PE.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.PE.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

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

Language

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.SS.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.SS.6.1.E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.

L.SS.6.1.F. Recognize spelling conventions.

L.KL.6.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.6.2.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.6.2.B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.KL.6.2.C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

L.KL.6.2.D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.6.3.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.VL.6.3.C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

L.VL.6.3.D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.VL.6.3.E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

Companion Standards

9.2 Career Awareness

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.

9.4 Life Literacies and Key Skills

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4 Digital Citizenship

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

9.4 Information/Media Literacy

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4 Technology Literacy

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Social Studies/Science/Other

MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Reading Skills	Activities/Resources
Text Type: (fiction and nonfiction) 1 - 2 Extended Texts 4-8 shorter texts depending upon length and complexity	
• Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim • Use evidence from the text to make and check predictions when reading • Make personal connections, make connections to other texts, and/or make global connections when relevant • Gather evidence from the text to support inferences or explicit meaning. • Read and analyze a variety of literary genres and informational texts • Closely examine the text's explicit content • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Reconstruct and understand the text segment's new meaning • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences • Correctly cite evidence from the text (this is the first time	Activities for Textual Evidence and Predictions Evidence Hunt Materials: 1. Passage (printed or digital) 2. Highlighters or text markers 3. Paper 4. Pen Activity: 1. Students are given a passage and asked to find specific textual evidence that supports a claim or theme. 2. Read the passage, highlight evidence that supports the claim, and write a short paragraph explaining how the evidence supports the claim. Prediction and Verification Materials: 1. Passage (printed or digital) 2. Paper 3. Pen Activity: 1. Read a portion of a text and make predictions about what might happen next. 2. After reading further, students check their predictions and find textual evidence to support or refute them. 3. Write down your predictions before reading the next section. 4. After reading, list the textual evidence that supports or contradicts your predictions. Text Connections Journal Materials:

the term “cite” is used, before that it says quote accurately and refer to)

- Determine the theme or central message
- Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text
- Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text
- Summarize texts by evaluating key details in which the central idea or theme is located
- Distinguish key (thematic) details from all other details
- Evaluate recurring ideas and changes in the characters and plot over the course of the text
- Evaluate why the author made those changes, the impact the changes had on the reader, and the effectiveness of the author’s choices
- Distinguish between essential and nonessential details of a text to support creating unbiased summaries withholding personal opinion and judgment
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)
- Provide an analysis of the impact of specific word choice on meaning and/or tone (possibly break this down more, see bullets below)
- Analyze why the author made a specific word choice

1. Journal or notebook
2. Pen

Activity:

1. After reading a text, students write in their journals about personal connections, connections to other texts, or global connections.
2. Choose a text you've read recently.
3. Write about how it connects to your own life, another book you've read, or current global events.

Activities for Inferences and Explicit Content - Inference Cards

Materials:

1. Index cards
2. Pens
3. Passage (printed or digital)

Activity:

1. Create “inference cards” with statements or excerpts from a text.
2. Students use these cards to practice gathering evidence to support their inferences.
3. Draw a card, read the statement or excerpt, and write a response that explains what you infer and the evidence from the text that supports your inference.

Explicit Content Analysis

Materials:

1. Passage (printed or digital), highlighters or text markers
2. Paper
3. Pen

Activity:

1. Choose a segment of text and analyze its explicit content by identifying the main ideas and key details.
2. Highlight or underline key details in the segment, then write a summary of the explicit content.

Activities for Text Structure and Theme - Theme Detective

- Analyze the impact of the word choice on the reader
- Evaluate the effectiveness of the author's word choice
- Identify poetic devices used in text
- Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text
- Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope
- Recognize how form relates to function and how a part relates to a whole
- Distinguish between different text structures
- Identify part to whole and whole to part relationships
- Observe how the individual components of the text add to the development of the theme, setting, and plot
- Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text
- Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader
- Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.)
- Identify various points of view
- Determine how the author develops the point-of-view of the narrator or speaker in the text

Materials:

1. Passage (printed or digital)
2. Graphic organizer
3. Paper
4. Pen

Activity:

1. Identify and analyze the theme of a literary text by finding key details that support the theme throughout the beginning, middle, and end.
2. Create a graphic organizer with sections for the beginning, middle, and end of the text.
3. Fill in the details that support the theme in each section and write a summary of the theme.

Graphic Feature Exploration

Materials:

1. Informational text with graphic features (charts, maps, diagrams)
2. Paper
3. Pen

Activity:

1. Examine a text with various graphic features.
2. Discuss how these features help determine the central idea.
3. Analyze how each feature contributes to understanding the central idea and write a brief explanation.

Activities for Author's Choices and Word Choice

Word Choice Analysis

Materials:

1. Passage (printed or digital)
2. Highlighters or text markers
3. Paper
4. Pen

Activity:

1. Select a passage and analyze the author's word choice.
2. Discuss how specific words impact the tone and meaning of the text.

- Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader
- Determine how the author's word choice helps develop the narrator or speaker's point of view
- Evaluate the effectiveness of the author's choice in point of view

3. Highlight key words in the passage, then write a paragraph explaining how these words affect the tone and overall meaning of the text.

Poetic Device Exploration

Materials:

1. Poem (printed or digital)
2. Paper
3. Pen

Activity:

1. Read a poem and identify various poetic devices (e.g., rhyme scheme, alliteration).
2. Discuss their impact on the poem.
3. Mark examples of poetic devices in the poem.
4. Write an analysis of how these devices contribute to the poem's meaning and effect.

Activities for Point of View and Perspective - Perspective Shift

Materials:

1. Scene from a text (printed or digital)
2. Paper
3. Pen

Activity:

1. Rewrite a scene from a text from a different character's point of view.
2. Discuss how the new perspective changes the reader's understanding of the scene.
3. Choose a scene and rewrite it from another character's perspective.
4. Write a brief analysis of how the new point of view alters the understanding of the scene.

Point of View Analysis

Materials:

1. Passages illustrating different points of view (printed or digital)

2. Paper

3. Pen

Activity:

1. Identify different points of view in a text and analyze how the author develops each one.
2. Select passages that illustrate different points of view.
3. Discuss how the author develops these perspectives and the impact on the reader's interpretation.

Activities for Combining Information and Prior Knowledge Inference Web

Materials:

1. Passage (printed or digital)
2. Paper
3. Pen

Activity:

1. Create an inference web by combining text information with prior knowledge to draw new conclusions.
2. Draw a web with the text information in the center.
3. Add branches for prior knowledge and how they combine to create new inferences.

Text and Experience Venn Diagram

Materials:

1. Venn diagram template (printed or digital)
2. Paper
3. Pen

Activity:

1. Use a Venn diagram to compare and contrast the information from a text with students' personal experiences or previous readings.
2. Draw two overlapping circles—one for text information and one for personal experience.
3. Fill in the diagram with similarities and differences.

Writing Skills	Activities
Writing Genre: Informational/Explanatory Literary Analysis Research Routine Writing	
• Introduce a topic • Compose a well-developed thesis statement • Select appropriate text structures and text features for clarity • Include formatting, graphics, and multimedia when useful to aid comprehension • Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic • Cite information correctly by following the proper format • Transition between ideas and concepts using appropriate words and phrases • Select specific vocabulary to inform about or explain the topic • Consistently use a formal style • Write a conclusion to bring all ideas to a close • Identify defining characteristics of different genres of writing • Unpack a writing prompt • Write for a specific purpose and audience	Crafting an Introduction Materials: 1. Paper, pen or digital device Activity: 1. Students will practice introducing a topic by writing an introductory paragraph for a given topic. 2. Focus on capturing the reader’s interest and presenting the topic clearly. 3. Discuss the importance of a strong introduction and review examples. Thesis Statement Workshop Materials: 1. Paper 2. Pen 3. Sample thesis statements Activity: 1. Students will draft a well-developed thesis statement for an essay on a provided topic. 2. Review examples of strong and weak thesis statements, then revise their own statements with peer feedback. Text Structures Exploration Materials: 1. Various texts with different structures 2. Graphic organizer Activity: 1. Students will analyze texts to identify and select appropriate text

- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice
- Create a tone that is appropriate for one's audience
- Revise and edit intentionally to improve writing
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists
- Distinguish between editing and revising
- Use technological resources to enhance writing
- Give and receive feedback using technology
- Seek out authentic publishing opportunities
- Use tools including blogs and wikis, to develop writing and communicate with students in their classes
- Type a minimum of three pages in a single sitting
- Use keyboarding skills to make typing more efficient
- Type three pages in an appropriate amount of time
- Explore inquiry topics through short research projects
- Research and synthesize information from several sources
- Conduct research and synthesize multiple sources of information
- Compile a list of sources to use for a project

- structures and features (e.g., cause-effect, problem-solution).
2. Use a graphic organizer to map out how text structures aid in clarity.

Formatting and Multimedia Integration

Materials:

1. Digital device
2. Access to presentation software (e.g., Google Slides)

Activity:

1. Students will create a short presentation on a topic, incorporating formatting, graphics, and multimedia.
2. Emphasize how these elements enhance comprehension and engagement.

Adding Supporting Details

Materials:

1. Paper
2. Pen
3. Research materials

Activity:

1. Students will select a topic and add relevant facts, definitions, and concrete details to support it.
2. Focus on developing the topic with accurate information and examples.

Proper Citation Practice

Materials:

1. Citation guide
2. Digital or printed texts

Activity:

1. Teach students how to correctly cite information using various formats (e.g., MLA, APA).
2. Have students practice citing sources from their research.

Transition Words Exercise

Materials:

- Refocus the intent of the research when appropriate
- Use search terms effectively
- Assess the credibility and accuracy of each source
- Select direct and indirect quotations that relate to the topic as evidence
- Explain quotations used as support to enhance meaning
- Cite direct and indirect quotations
- Identify examples of plagiarism in writing
- Avoid plagiarism in writing
- Follow typing appropriate typing format and conventions
- Write a clear thesis statement
- Identify evidence that supports claims in literary analysis
- Incorporate evidence into written pieces, using introductory phrases and transitions
- Logically connect evidence to claims in writing
- Select direct and indirect quotations that relate to the topic as evidence
- Cite in-text direct and indirect quotations appropriately
- Explain quotations used as support to enhance meaning
- Provide adequate supporting details for each main idea in writing

1. Paper
2. Pen
3. Transition words list

Activity:

1. Students will write a short essay or paragraph on a given topic, focusing on using transition words and phrases to connect ideas smoothly.

Vocabulary Selection Activity

Materials:

1. Paper
2. Pen
3. List of vocabulary words

Activity:

1. Students will select and use specific vocabulary to inform or explain a topic.
2. Emphasize choosing words that enhance clarity and precision in writing.

Formal Style Consistency

Materials:

1. Sample texts
2. Paper
- Pen

Activity:

1. Students will analyze sample texts to identify and discuss formal style elements.
2. Then, revise their own writing to maintain a consistent formal style.

Writing a Conclusion

Materials:

1. Paper
2. Pen

Activity:

1. Students will draft conclusions for various types of essays or

- Use and maintain a formal style in writing
- Choose specific language to explain a topic
- Write a concluding statement/section that follows from and supports analysis
- Revise and edit the written piece for improvement
- Apply a specific organizational strategy to a compare-contrast essay
- Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)
- Reflect on and be able to explain purposeful decisions made while writing
- Respond to a wide-variety of topics for an array of purposes and audiences
- Produce written reflections

reports, focusing on summarizing key points and effectively closing the discussion.

Genre Characteristics Activity

Materials:

1. Samples of different genres
2. Paper
3. Pen

Activity:

1. Students will identify and discuss defining characteristics of different genres (e.g., narrative, expository).
2. Compare and contrast genres using sample texts.

Unpacking a Writing Prompt

Materials:

1. Writing prompts
2. Paper
3. Pen

Activity:

1. Students will break down a writing prompt into its components to understand what is being asked.
2. They will then brainstorm and outline their response.

Writing for Audience and Purpose

Materials:

1. Various writing prompts
2. Paper
3. Pen

Activity:

1. Students will write pieces tailored for specific purposes and audiences, considering how their language and tone should adjust accordingly.

Choosing the Right Text Structure

Materials:

1. Sample texts

2. Paper

3. Pen

Activity:

1. Students will select an appropriate text structure for a given writing task and justify their choice based on the text's purpose and content.

Language Precision and Voice

Materials:

1. Paper

2. Pen

3. Examples of precise and powerful language

Activity:

1. Students will revise their writing to use more precise and powerful language to create a distinct voice.
2. Review examples and practice revisions.

Creating Tone

Materials:

1. Sample texts with different tones

2. Paper

3. Pen

Activity:

1. Students will identify and analyze the tone in various texts and then create their own writing piece with a specific tone appropriate for the given audience.

Revision and Editing Practice

Materials:

1. Drafts of student writing

2. Revision checklists

Activity:

1. Students will use checklists to revise and edit their drafts.
2. Focus on distinguishing between editing (correcting errors) and revising (improving content).

Idea Generation Exercise

Materials:

1. Brainstorming sheets
2. Paper
3. Pen

Activity:

1. Students will use brainstorming techniques (e.g., mind mapping) to generate ideas and develop a topic.
2. Share ideas with peers for feedback.

Peer Review and Self-Editing

Materials:

1. Drafts of student writing, peer review forms, self-editing checklists

Activity:

1. Students will engage in peer review sessions and use self-editing checklists to revise their writing.
2. Emphasize providing constructive feedback.

Using Technological Resources

Materials:

1. Computers or tablets
2. Access to writing tools (e.g., Google Docs, writing apps)

Activity:

1. Students will use technological resources to enhance their writing.
2. Explore tools for editing, formatting, and publishing.

Feedback Using Technology

Materials:

1. Digital devices
2. Collaborative tools (e.g., Google Docs)

Activity:

1. Students will give and receive feedback on writing through digital platforms.
2. Focus on using technology to improve writing collaboratively.

Authentic Publishing Opportunities

Materials:

1. Information about publishing opportunities (e.g., school newspaper, blogs)

Activity:

1. Students will explore authentic publishing opportunities and prepare a piece of writing for publication.
2. Discuss how to submit work for real-world audiences.

Blogging and Wiki Use

Materials:

1. Computers or tablets
2. Access to blog or wiki platforms

Activity:

1. Students will create and update a blog or wiki on a chosen topic.
2. Focus on developing writing and communication skills through these platforms.

Typing Efficiency Practice

Materials:

1. Computers or tablets
2. Typing practice software

Activity:

1. Students will practice typing to improve efficiency and accuracy.
2. Track progress and set goals for typing speed and accuracy.

Inquiry-Based Research Project

Materials:

1. Research materials (books, internet access)
2. Paper
3. Pen

Activity:

1. Students will conduct short research projects on inquiry topics, synthesizing information from multiple sources and presenting findings.

Research and Synthesis

Materials:

1. Research materials
2. Paper
3. Pen

Activity:

1. Students will research a topic, synthesize information from several sources, and compile a list of sources used.
2. Emphasize integrating information cohesively.

Source Credibility Assessment

Materials:

1. Research materials
2. Paper
3. Pen

Activity:

1. Students will assess the credibility and accuracy of various sources.
2. Discuss criteria for evaluating sources and practice applying them.

Quotation Selection and Citation

Materials:

1. Research materials
2. Citation guide

Activity:

1. Students will select direct and indirect quotations to support their topic, citing them correctly.
2. Practice citing quotations in the appropriate format.

Plagiarism Awareness

Materials:

1. Examples of plagiarism
2. Paper
3. Pen

Activity:

1. Students will identify examples of plagiarism and discuss how to avoid it in their writing.
2. Review best practices for proper citation and paraphrasing.

Typing Format and Conventions

Materials:

1. Typing guidelines
2. Computers or tablets

Activity:

1. Students will practice typing according to proper format and conventions, including alignment, spacing, and font usage.

Thesis Statement Revisions

Materials:

1. Drafts with thesis statements, peer review forms

Activity:

1. Students will review and revise thesis statements in their drafts.
2. Focus on clarity, specificity, and how well the thesis sets up the essay.

Evidence Integration Practice

Materials:

1. Sample essays
2. Paper
3. Pen

Activity:

1. Students will practice incorporating evidence into written pieces, using introductory phrases and transitions.
2. Review examples and refine their integration techniques.

Evidence-to-Claim Connection

Materials:

1. Sample essays
2. Paper
3. Pen

Activity:

1. Students will connect evidence to claims logically in their writing.
2. Use sample essays to practice creating logical connections.

Formal Style Consistency Check

Materials:

1. Drafts of student writing
2. Formal style guide

Activity:

1. Students will review and revise their writing to ensure consistency in formal style.
2. Use a formal style guide to check for adherence.

Concluding Statements

Materials:

1. Drafts
2. Paper
3. Pen

Activity:

1. Students will write concluding statements or sections that follow from and support their analysis.
2. Focus on summarizing key points and providing closure.

Organizational Strategy Practice

Materials:

1. Compare-contrast essay prompts
2. Paper
3. Pen

Activity:

1. Students will apply specific organizational strategies to a compare-contrast essay.
2. Discuss and practice using effective structures for comparison and contrast.

Reflective Writing

Materials:

	1. Paper 2. Pen Activity: 1. Students will reflect on and explain purposeful decisions made while writing. 2. Write a reflection on choices made in a recent writing assignment. Varied Writing Practice Materials: 1. Various writing prompts 2. Paper 3. Pen Activity: 1. Students will respond to a variety of writing prompts for different purposes and audiences
Speaking and Listening Skills	Activities
Task Types: Small and whole group discussions	
• Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group and individual roles • Model appropriate behavior during discussions • Craft and respond to specific questions based on the topic or text, elaborating when necessary	Required Text Reading for Discussions Materials: 1. Copies of the required texts 2. Reading journals Activity: 1. Students will read assigned texts before class discussions. 2. After reading, they will write a brief summary and list key points or questions they have about the text to prepare for the discussion. Discussion Preparation Materials: 1. Discussion guides

- Reflect on and paraphrase what was discussed
- Summarize the ideas expressed
- Utilize skills that are common to the language production domain of writing
- Organize ideas in a logical, sequential order
- Present information using sound, detailed, and relevant evidence in a coherent manner
- Use appropriate eye contact, adequate volume, and clear pronunciation
- Orally present information, using appropriate speech, in a variety of situations
- Manipulate the speech based upon context

2. Paper
3. Pen

Activity:

1. Students will use a discussion guide to prepare for upcoming conversations.
2. The guide will include prompts to help them organize their thoughts, identify key points, and anticipate questions.

Expanding Discussions Using Previous Knowledge

Materials:

1. Previous lesson notes
2. Paper
3. Pen

Activity:

1. Students will reflect on prior knowledge related to the discussion topic.
2. They will share how this background information connects to the current discussion, providing examples and elaborating on their points.

Engaging in Grade-Appropriate Discussions

Materials:

1. Discussion prompts
2. Paper
3. Pen

Activity:

1. Students will participate in discussions about grade-appropriate topics and texts.
2. Each student will take turns speaking, using evidence from the text to support their points, and responding to others' contributions.

Structured Conversation Participation

Materials:

1. Conversation roles chart
2. Paper

3. Pen

Activity:

1. Students will engage in structured conversations with assigned roles (e.g., discussion leader, note-taker, summarizer).
2. They will follow the roles and guidelines to ensure balanced participation and productive dialogue.

Defining and Identifying Discussion Rules

Materials:

1. Discussion rules handout
2. Paper
3. Pen

Activity:

1. Students will define and identify rules for effective discussions, including group and individual roles.
2. They will create a poster outlining these rules and practice applying them in mock discussions.

Modeling Appropriate Discussion Behavior

Materials:

1. Discussion scenario cards
2. Paper
3. Pen

Activity:

1. Students will role-play different discussion scenarios, modeling appropriate and inappropriate behavior.
2. They will reflect on their role-playing experience and discuss how to maintain positive discussion etiquette.

Crafting and Responding to Specific Questions

Materials:

1. Texts or discussion prompts
2. Paper
3. Pen

Activity:

1. Students will craft specific questions based on the topic or text

- and practice responding with detailed answers.
2. They will elaborate on their responses and engage in peer feedback to refine their questioning skills.

Reflecting on and Paraphrasing Discussions

Materials:

1. Discussion recordings or notes
2. Paper
3. Pen

Activity:

1. After a discussion, students will review notes or recordings and reflect on key points.
2. They will paraphrase what was discussed and summarize the main ideas in a short written response.

Summarizing Ideas Expressed

Materials:

1. Discussion notes
2. Paper
3. Pen

Activity:

1. Students will summarize the ideas expressed in a group discussion.
2. They will identify the main points and key details, and write a coherent summary capturing the essence of the conversation.

Organizing Ideas Logically

Materials:

1. Writing outlines
2. Paper
3. Pen

Activity:

1. Students will create an outline to organize their ideas in a logical, sequential order.
2. They will use the outline to structure a written response or oral presentation, ensuring clarity and coherence.

Presenting Information with Evidence

Materials:

1. Presentation templates
2. Paper
3. Pen

Activity:

1. Students will prepare and present information using detailed, relevant evidence.
2. They will practice presenting their findings clearly and coherently, incorporating evidence to support their points.

Using Appropriate Eye Contact, Volume, and Pronunciation

Materials:

1. Presentation checklist
2. Paper
3. Pen

Activity:

1. Students will practice oral presentations with a focus on eye contact, volume, and clear pronunciation.
2. They will use a checklist to self-assess and receive feedback from peers to improve their speaking skills.

Oral Presentation in Varied Situations

Materials:

1. Various presentation scenarios
2. Paper
3. Pen

Activity:

1. Students will practice presenting information in different contexts, such as formal presentations, informal talks, or group discussions.
2. They will adapt their speech based on the audience and situation.

Manipulating Speech Based on Context

Materials:

	1. Context cards 2. Paper 3. Pen Activity: 1. Students will receive different context cards describing various situations. 2. They will practice adjusting their speech style and tone to fit each context, demonstrating appropriate adjustments in their oral presentations.
Language Skills	Activities
Skill focus: Demonstrate command of standard English grammar when writing or speaking	
• Identify pronouns in writing • Ensure that pronouns are in the proper case (subjective, objective, possessive) • Revise grammatical errors in writing • Perform peer reviews of writing to identify and correct grammatical errors • Identify and use strategies to revise writing • Define and identify nonrestrictive/parenthetical elements in writing • Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements • Apply common rules and patterns to spell words correctly in writing • Identify various sentence patterns in reading • Incorporate various sentence patterns to create style and voice in writing • Use a consistent style and tone when writing or speaking • Use a word's position in a sentence as a clue to the meaning of a word	Pronoun Identification Materials: 1. Worksheets with sentences 2. Paper 3. Pen Activity: 1. Students will identify and circle pronouns in a set of sentences. 2. Discuss the function of each pronoun and review examples in class. Proper Pronoun Case Practice Materials: 1. Worksheets with sentences 2. Paper 3. Pen Activity: 1. Students will revise sentences to ensure that pronouns are in the proper case (subjective, objective, possessive). 2. Work in pairs to correct each other's sentences.

- Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase
- Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
- Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech.
- Use reference materials to check the inferred meaning of words
- Understand and apply conversational, academic, and domain specific vocabulary
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level
- Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
- Acquire and use accurately grade appropriate general academic and domain specific words and phrases
- Dissect assignments and determine the key processes required

Grammar Error Revision

Materials:

1. Drafts of student writing
2. Grammar checklists

Activity:

1. Students will revise their drafts to correct grammatical errors.
2. Use grammar checklists to guide the revision process and discuss common errors.

Peer Review for Grammar Errors

Materials:

1. Drafts of student writing
2. Peer review forms

Activity:

1. Students will perform peer reviews to identify and correct grammatical errors in each other's writing.
2. Provide feedback on grammar using a structured peer review form.

Revising Strategies Exploration

Materials:

1. Writing samples with errors
2. Paper
3. Pen

Activity:

1. Students will identify and apply strategies for revising writing, focusing on clarity and coherence.
2. Discuss different revision strategies as a class and practice applying them.

Nonrestrictive and Parenthetical Elements

Materials:

1. Sentences with nonrestrictive elements
2. Paper
3. Pen

Activity:

1. Students will define and identify nonrestrictive/parenthetical elements in sentences.
2. Practice punctuating these elements correctly using commas, dashes, or parentheses.

Punctuation for Parenthetical Elements

Materials:

1. Sentences with nonrestrictive elements
2. Paper, pen

Activity: Students will determine and apply appropriate punctuation to set off nonrestrictive/parenthetical elements in writing. Review examples and practice with sample sentences.

Spelling Rules and Patterns

Materials:

1. Spelling worksheets
2. Paper
3. Pen

Activity:

1. Students will practice applying common spelling rules and patterns to spell words correctly.
2. Use spelling worksheets to reinforce these patterns.

Identifying Sentence Patterns

Materials:

1. Examples of various sentence patterns
2. Paper
3. Pen

Activity:

1. Students will identify different sentence patterns in reading passages.
2. Discuss how these patterns affect the flow and style of the writing.

Sentence Patterns in Writing

Materials:

1. Paper
2. Pen

Activity:

1. Students will incorporate various sentence patterns into their writing to create style and voice.
2. Share and discuss how sentence patterns influence the tone and readability of their work.

Consistent Style and Tone

Materials:

1. Writing samples
2. Paper
3. Pen

Activity:

1. Students will practice writing with a consistent style and tone.
2. Review examples and revise their own writing to ensure uniformity in style and tone.

Context Clues for Word Meaning

Materials:

1. Reading passages with unknown words
2. Paper
3. Pen

Activity:

1. Students will use a word's position in a sentence and context clues to determine its meaning.
2. Practice with passages and discuss findings.

Using Reference Materials

Materials:

1. Dictionaries
2. Glossaries
3. Thesauruses

Activity:

1. Students will use dictionaries, glossaries, and thesauruses to find

the pronunciation, meaning, and part of speech of unfamiliar words.

2. Practice using these resources in class.

Reference Materials to Check Meanings

Materials:

1. Reading passages with complex vocabulary
2. Reference materials

Activity:

1. Students will use reference materials to verify the meanings of words inferred from context.
2. Discuss strategies for checking word meanings and practice with passages.

Understanding Vocabulary Types

Materials:

1. Vocabulary lists
2. Paper
3. Pen

Activity:

1. Students will explore conversational, academic, and domain-specific vocabulary.
2. Create a vocabulary chart and use it to understand and apply these terms in context.

Independent Vocabulary Acquisition

Materials:

1. Reading passages with challenging vocabulary
2. Paper
3. Pen

Activity:

1. Students will independently gather vocabulary knowledge when encountering unknown terms.
2. Discuss strategies for self-learning vocabulary and apply them to new texts.

	Accurate Use of Academic Vocabulary Materials: 1. Academic texts 2. Paper 3. Pen Activity: 1. Students will practice using academic and domain-specific vocabulary accurately in writing and speaking. 2. Review vocabulary in context and incorporate it into written and spoken responses. Dissecting Assignments Materials: 1. Assignment prompts 2. Paper 3. Pen Activity: 1. Students will break down assignments to determine key processes required for completion. 2. Discuss and outline the steps needed to address each aspect of the prompt effectively.
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Assessments
Formative Assessments ● Textual Evidence Response: Have students read a short passage and identify key textual evidence that supports a specific analysis or inference. They should provide explanations for their choices. ● Theme Analysis Worksheet: Students complete a worksheet where they summarize a literary text and determine its theme, citing key details from the text. ● Central Idea and Key Details Chart: Provide students with an informational text and have them chart the central idea and supporting key details. ● Text Structure Identification: Students analyze different text structures (e.g., cause-effect, problem-solution) in provided passages and

discuss how these structures help convey the text's message.

- **Perspective and Bias Reflection:** Students read a short text and identify the author's perspective or bias, discussing how it influences the reader's interpretation.
- **Informative Text Draft:** Students write a draft of an informative/explanatory text on a given topic, focusing on organization and development of ideas.
- **Peer Review:** Students review a peer's writing for clear organization, use of text structures, and accurate information, providing constructive feedback.
- **Vocabulary and Grammar Mini-Lessons:** Short quizzes or activities focusing on grade-appropriate vocabulary and grammar conventions, including context clues and word analysis.

Summative Assessments

- **Literary Analysis Essay:** Students write an essay analyzing a literary text, citing textual evidence to support their interpretation of the theme and overall structure.
- **Informational Text Research Project:** Students conduct research on a chosen topic, creating an informative/explanatory text that includes clear organization, detailed information, and effective use of text structures.
- **Comparative Analysis Paper:** Students write a paper comparing and contrasting the perspectives or biases in two different texts on the same topic.
- **Presentation and Oral Report:** Students present their findings from the research project or analysis, using effective speaking skills, appropriate language, and clear organization.
- **Grammar and Vocabulary Assessment:** A comprehensive test assessing students' understanding and application of grammar rules, vocabulary, and text structures in writing and speaking.
- **Final Writing Portfolio:** A compilation of students' best writing samples, including revisions, with reflections on their writing process and growth.

Resources

Mentor Texts for Literary Analysis

- *Charlotte's Web* by E.B. White
Focus: Theme, character development, and textual evidence.
Usage: Analyze how the theme of friendship is developed through the characters and plot.
- *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe* by C.S. Lewis

Reading

- [Close In on Close Reading](#)
- [How To Close Reading Video](#)
- [Teaching Channel: Thinking Notes Strategy For Close Reading](#)

Focus: Themes, setting, and character perspectives.

Usage: Examine the themes of good vs. evil and how the setting contributes to the overall story.

- *Holes* by Louis Sachar

Focus: Character development and plot structure.

Usage: Discuss how different narrative threads intertwine to form the main plot.

Mentor Texts for Informational Writing

- *National Geographic Kids: Everything Sharks* by Kathy Wollard

Focus: Informative text structure, central idea, and key details.

Usage: Explore how the text is organized with headings and subheadings, and how it presents facts about sharks.

- *The Story of Civil Rights* (National Geographic Kids) by Shari Schonbrun

Focus: Summarizing historical events and key details.

Usage: Analyze the text structure and how it conveys important information about the Civil Rights Movement.

- *The Great Kapok Tree: A Tale of the Amazon Rain Forest* by Lynne Cherry

Focus: Cause-and-effect relationships and environmental information.

Usage: Study how the book explains the effects of deforestation through a cause-and-effect structure.

Mentor Texts for Text Structure and Analysis

- *The Magic School Bus Inside the Human Body* by Joanna Cole

Focus: Text structures and visual aids.

Usage: Analyze how the text uses diagrams and headings to explain the human body.

- *The Way We Work: Getting to Know the Amazing Human Body* by David Macaulay

Focus: Text features and scientific explanations.

Usage: Discuss how the book's structure aids in understanding

- [Common Core Reading](#)

[Strategies Informational Text](#)

- [Writing Summary](#)

- [Summary-Non-Fiction Text](#)

- [YouTube Reading Lessons](#) [Middle School](#)

- [Common Core Strategies](#)

- [Teaching Reading](#)

- [Close Reading Model Lessons](#)

- [Literary Analysis](#)

- [Teaching Theme](#)

- [Teaching Theme \(video\)](#)

- [Character Analysis](#)

- [Teaching Vocabulary](#)

Writing/Language

- [Evidence Based Arguments](#)

- [Writing Resources by Strand](#)

- [Argumentative Writing YouTube](#)

- [Writing Exemplars -
Argument/Opinion](#)

- [Personal Narrative](#)

complex processes in the human body.

Mentor Texts for Perspective and Bias

- *The Diary of a Young Girl* by Anne Frank
Focus: Author's perspective and bias.
Usage: Explore how Anne Frank's personal perspective provides insight into historical events during WWII.
- *I Am Malala: How One Girl Stood Up for Education and Changed the World* by Malala Yousafzai
Focus: Author's purpose and personal perspective.
Usage: Examine how Malala's perspective influences the reader's understanding of education and activism.

Mentor Texts for Vocabulary Development

- *The Phantom Tollbooth* by Norton Juster
Focus: Rich vocabulary and playful language.
Usage: Use the book to explore and analyze new vocabulary in context, along with its figurative language.
- *The Giver* by Lois Lowry
Focus: Contextual vocabulary and thematic language.
Usage: Discuss how Lowry's use of specific vocabulary contributes to the book's dystopian theme.

- [PARCC Writing Resources](#)
- [Writing Exemplars by Grade Level and Aspects to Consider in Writing](#)
- [Thesis Writing](#)
- [Discussion, Planning and Questioning](#)
- [Grammar](#)
- [Purdue OWL Writing Lab](#)
- [Writing a Book Summary](#)

Speaking & Listening

- [Inquiry Based Learning \(Edutopia\)](#)
- [Engaging Students Using Discussion](#)
- [Strategies for Student Centered Discussion](#)
- [Socratic Seminar: ReadWriteThink](#)
- [Fishbowl Strategy](#)
- [Stems on Fostering Class Discussion](#)
- [Fishbowl Strategies: Teach Like This](#)
- [Accountable Talk](#)
- [AVID Socratic Seminar](#)

	Critical Thinking • Levels of Thinking in Bloom's and Webb's Depth of Knowledge • Cognitive Rigor Chart • 5 Strategies For Middle School Classrooms • Spectrum of Standards by Grade; Breakdown of Standards and Sample Lessons
Support/Accommodations for Students with IEPs -Follow all IEP modifications -Work in a small group -Solidify and refine concepts through repetition -Allow answers to be given orally or dictated -Use multi-sensory teaching approaches -Utilize assistive technology and materials -Use large print books, Braille, or books on CD (digital text) -Guided notes and/or scaffold outline for written assignments -Introduce key vocabulary before lesson -Work in a small group -Lesson taught again using a differentiated approach -Allow answers to be given orally or dictated -Use visuals / Anchor Charts -Leveled texts according to ability	Support/Accommodations for Students with 504 Plans -Follow all the 504 plan modifications -Text to speech/audio recorded selections -Amplification system as needed -Leveled texts according to ability -Fine motor skill stations embedded in rotation as needed -Modified or constrained spelling word lists -Provide anchor charts with high frequency words and phonemic patterns -Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners -Work toward longer passages as skills in English increase -Use visuals	Support/Accommodations for Gifted Students -Provide options, alternatives and choices to differentiate and broaden the curriculum

-Introduce/highlight key vocabulary before lesson -Teacher models reading aloud daily -Provide peer tutoring -Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers -Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	-Organize and offer flexible small group learning activities -Provide whole group enrichment explorations -Teach cognitive and methodological skills -Use center, stations, or contracts -Organize integrated problem-solving simulations -Propose interest-based extension activities -Expose students to beyond level texts
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Unit 2: Unpacking Texts: Analysis, Argumentation, and Communication

Unit Goal:

In this comprehensive unit, sixth-grade students will develop a deeper understanding of how to analyze and integrate textual evidence from both literary and informational texts. They will explore how themes and central ideas are supported by key details, and learn to interpret text structures and features to enhance their comprehension. Through collaborative discussions and presentations, students will practice articulating their ideas clearly while considering diverse perspectives and authorial intent. The unit also focuses on refining writing skills, including constructing arguments with clear evidence, adhering to language conventions, and utilizing technology effectively for communication. By engaging in these activities, students will build the skills necessary for critical reading, thoughtful analysis, and effective communication across various contexts.

Duration: 9 weeks

Essential Questions:

- How can textual evidence be used to support inferences and analyses in both literary and informational texts?
- In what ways do themes in literary texts and central ideas in informational texts get developed through key details?
- How does understanding text structure and features help in analyzing and integrating information across different formats and genres?
- What role does an author's perspective, purpose, and potential bias play in interpreting a text?

- How can writers effectively construct and support arguments with clear reasoning and evidence across various disciplines?
- What strategies can be used to engage in meaningful, collaborative discussions and present ideas clearly and effectively?
- How do language conventions, including grammar, punctuation, and vocabulary, impact the clarity and effectiveness of written and spoken communication?

Enduring Understandings:

- Textual evidence is crucial for analyzing and supporting both explicit information and inferred meanings in texts.
- The theme of a literary text and the central idea of an informational text are developed through key details, which need to be summarized distinctly from personal opinions.
- Understanding text structures and features enables readers to analyze how ideas are introduced, illustrated, and elaborated, and integrate information from multiple sources.
- An author's perspective, purpose, and bias influence how a text is interpreted and understood by readers.
- Effective argumentation involves presenting clear claims supported by relevant evidence and reasoning, tailored to the intended audience and discipline.
- Collaborative discussions and effective presentations require clear expression, active listening, and adaptation to various contexts.
- Mastery of language conventions enhances both written and spoken communication, ensuring clarity, coherence, and proper usage of vocabulary and grammar.

NJSLS:

Reading

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly, as well as inferences drawn from the text.

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly, as well as inferences drawn from the text.

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.6.2. Determine the central idea of an informational text, and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.6.3. Analyze how a particular text's (e.g. article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text.

RI.TS.6.4. Use text structures (e.g. cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RI.PP.6.5. Identify author's purpose, perspective or potential bias and explain the impact on the reader's interpretation.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Writing

W.AW.6.1. Write arguments on discipline-specific content (e.g. social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.AW.6.1.A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.

W.AW.6.1.B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

W.AW.6.1.C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons, and evidence.

W.AW.6.1.D. Establish and maintain a formal/academic style, approach, and form.

W.AW.6.1.E. Provide a concluding statement or section that follows from the argument presented.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

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

Speaking and Listening

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PE.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.PE.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.PE.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.PE.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

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

Language

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.SS.6.1.B. Use intensive pronouns (e.g., myself, ourselves).

- L.SS.6.1.E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- L.SS.6.1.F. Recognize spelling conventions.
- L.KL.6.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - L.KL.6.2.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - L.KL.6.2.B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - L.KL.6.2.C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
 - L.KL.6.2.D. Maintain consistency in style and tone.
- L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
 - L.VL.6.3.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - L.VL.6.3.B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
 - L.VL.6.3.C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 - L.VL.6.3.D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - L.VI.6.4.B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- L.6.6. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Skills	Activities
Text Type: (fiction and nonfiction) 1 - 2 Extended Texts 4-8 shorter texts depending upon length and complexity	
Closely read the text (questioning, determining	Evidence Extraction Challenge Materials:

importance, looking for patterns) to extract quality evidence to support a claim

- Use evidence from the text to make and check predictions when reading
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Gather evidence from the text to support inferences or explicit meaning.
- Read and analyze a variety of literary genres and informational texts
- Closely examine the text's explicit content
- Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings
- Reconstruct and understand the text segment's new meaning
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences
- Refer to the text for support when analyzing and drawing inferences
- Correctly cite evidence from the text
- Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text
- Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text

1. Literary or informational text excerpts
2. Highlighters
3. Sticky notes

Directions:

1. Read the provided text closely.
2. Use highlighters to mark key pieces of evidence that support the main ideas or claims in the text.
3. Write brief notes on sticky notes explaining why each piece of evidence is important.
4. Place the sticky notes next to the relevant text sections.

Prediction and Evidence Journal

Materials:

1. Text excerpts
2. Journals or notebooks
3. Pens or pencils

Directions:

1. While reading the text, make predictions about what will happen next.
2. Record these predictions in your journal, noting the text evidence that led you to make each prediction.
3. As you continue reading, check if your predictions were correct and update your journal with any new insights.

Thematic Connections Web

Materials:

1. Chart paper
2. Markers
3. Text excerpts

Directions:

1. Read the text and identify the central theme.
2. On chart paper, create a web with the central theme in the middle.
3. Draw lines connecting the theme to personal connections, other texts, and global connections.
4. Write brief descriptions of each connection on the lines.

- Summarize texts by evaluating key details in which the central idea or theme is located
- Distinguish key (thematic) details from all other details
- Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)
- distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment
- Use a note taking structure to track key individuals, events, and/or ideas in informational texts.
- Identify the structure of a text
- Distinguish between different text structures
- Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
- Analyze an author's method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method)
- Analyze how the text structure affects the relationships between individuals, ideas, or events.
- Analyze a writer's style and presentation
- Determine the relationship between individuals, ideas, or events
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative,

Graphic Organizer for Key Details

Materials:

1. Graphic organizers (e.g., story maps, story mountains)
2. Text excerpts
3. Pens or pencils

Directions:

1. Use a graphic organizer to outline the key details of the text.
2. Identify how these details support the central idea or theme.
3. Fill in the graphic organizer with information from the text, noting the beginning, middle, and end details.

Analyzing Word Choice

Materials:

1. Text excerpts
2. Highlighters
3. Worksheets for analysis

Directions:

1. Highlight specific words or phrases in the text that have a significant impact on meaning or tone.
2. On the worksheet, analyze why the author chose these words and how they affect the reader's perception.
3. Discuss your findings with a partner or in a group.

Poetic Devices Exploration

Materials:

1. Poems or passages with poetic devices
2. Poetic devices checklist
3. Pens or pencils

Directions:

1. Read the provided text and identify poetic devices (e.g., rhyme scheme, alliteration).
2. Use the checklist to mark the devices you find and analyze their impact on the text.
3. Write a brief explanation of how these devices contribute to the overall effect of the poem or passage.

connotative, technical)

- Provide an analysis of the impact of specific word choice on meaning and/or tone
- Analyze why the author made a specific word choice
- Analyze the impact of the word choice on the reader
- Evaluate the effectiveness of the author's word choice
- Determine how individual elements of a work (section, chapter, etc.) contribute to a text's overall scope
- Distinguish between different text structures
- Observe how the individual components of the text add to the development of the theme, setting, and plot
- Analyze why the author included a specific section of the text
- Analyze the impact the specific section has on you, the reader
- Evaluate the effectiveness of the author's choice to include this section
- Identify various points of view
- Determine how the author develops the point-of-view of the narrator or speaker in the text
- Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader
- Determine how the author's word choice helps develop

Comparing Text Structures

Materials:

1. Two texts with different structures
2. Chart paper
3. Markers

Directions:

1. Read the two texts, noting their different structures (e.g., cause-effect vs. problem-solution).
2. Create a chart comparing the structures of the texts.
3. Discuss how each structure affects the presentation of the main ideas and details.

Point-of-View Perspective Shift

Materials:

1. Text passages
2. Rewrite templates
3. Pens or pencils

Directions:

1. Read a passage and identify the point of view used by the narrator or speaker.
2. Rewrite a portion of the text from a different point of view.
3. Analyze how changing the point of view affects the text's meaning and reader's perception.

Multimedia and Text Comparison

Materials:

1. Text excerpts
2. Multimedia related to the text (e.g., videos, charts)
3. Comparative analysis worksheets

Directions:

1. Read the text and view the related multimedia.
2. Use the worksheet to compare how the text and multimedia present similar themes or information.
3. Discuss how each format impacts the audience differently.

Genre and Theme Analysis

the narrator or speaker's point of view

- Evaluate the effectiveness of the author's choice in point of view
- Compare and contrast texts across various genres on the same theme or topic
- Gain a well-rounded perspective on issues presented in informational text
- Gather information from all media to assess and better understand how each is presented
- Interpret the meaning of text features, charts, graphs, etc
- Highlight information from articles and note-taking from live media to gain insight into the overall scope of an issue
- Evaluate data, arguments and claims in a text
- Distinguish those supported by evidence from those which are not
- Evaluate the effectiveness of different claims (one that is supported with facts, one that is supported with opinions, and one that is not supported)
- Evaluate if there is enough evidence to support a particular claim within an informational text
- Compare and contrast two author's presentations of similar events
- Determine the similarities and differences of how information is presented depending on the "lens" through which it is being portrayed

Materials:

1. Texts from different genres with similar themes
2. Venn diagrams
3. Pens or pencils

Directions:

1. Read the texts from different genres that share a similar theme.
2. Use a Venn diagram to compare and contrast how each genre addresses the theme.
3. Discuss the effectiveness of each genre in conveying the theme.

• Make connections across different authors' perspectives • Explore the implications of the differences • Analyze the impact of the differences in presentations on the reader • Evaluate the effectiveness of each author's presentation of events	
Writing Skills	Activities
Writing Genre: Research Arguments Routine Writing	
• Introduce claim(s) • Write a clear thesis statement • Write arguments to support claims • Organize the reasons and evidence logically • Support claim(s) with logical reasoning and evidence • Use accurate, credible sources to support claims • Demonstrate an understanding of the topic or text • Use transitional words and phrases • Use a consistent formal or academic style, approach, and form	Evidence Extraction Challenge Materials: 1. Literary or informational text excerpts 2. Highlighters 3. Sticky notes Directions: 1. Read the provided text closely. 2. Use highlighters to mark key pieces of evidence that support the main ideas or claims in the text. 3. Write brief notes on sticky notes explaining why each piece of evidence is important. 4. Place the sticky notes next to the relevant text sections. Prediction and Evidence Journal Materials: 1. Text excerpts 2. Journals or notebooks

- Write a conclusion to bring the writing to a close
- Identify defining characteristics of different genres of writing
- Unpack a writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice
- Create a tone that is appropriate for one's audience
- Revise and edit intentionally to improve writing
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists
- Distinguish between editing and revising
- Use technological resources to enhance writing
- Give and receive feedback using technology
- Seek out authentic publishing opportunities
- Use tools including blogs and wikis, to develop writing and communicate with students in their classes
- Type a minimum of three pages in a single sitting
- Use keyboarding skills to make typing more efficient
- Type three pages in an appropriate amount of time
- Explore inquiry topics through short research projects

3. Pens or pencils

Directions:

1. While reading the text, make predictions about what will happen next.
2. Record these predictions in your journal, noting the text evidence that led you to make each prediction.
3. As you continue reading, check if your predictions were correct and update your journal with any new insights.

Thematic Connections Web

Materials:

1. Chart paper
2. Markers
3. Text excerpts

Directions:

1. Read the text and identify the central theme.
2. On chart paper, create a web with the central theme in the middle.
3. Draw lines connecting the theme to personal connections, other texts, and global connections.
4. Write brief descriptions of each connection on the lines.

Graphic Organizer for Key Details

Materials:

1. Graphic organizers (e.g., story maps, story mountains)
2. Text excerpts
3. Pens or pencils

Directions:

1. Use a graphic organizer to outline the key details of the text.
2. Identify how these details support the central idea or theme.
3. Fill in the graphic organizer with information from the text, noting the beginning, middle, and end details.

Analyzing Word Choice

Materials:

1. Text excerpts
2. Highlighters

- Research and synthesize information from several sources
- Conduct research and synthesize multiple sources of information
- Compile a list of sources to use for a project
- Refocus the intent of the research when appropriate
- Use search terms effectively
- Assess the credibility and accuracy of each source
- Select direct and indirect quotations that relate to the topic as evidence
- Explain quotations used as support to enhance meaning
- Cite direct and indirect quotations
- Identify examples of plagiarism in writing
- Avoid plagiarism in writing
- Follow typing appropriate typing format and conventions
- Write a clear thesis statement
- Identify evidence that supports claims in literary analysis
- Incorporate evidence into written pieces, using introductory phrases and transitions
- Logically connect evidence to claims in writing
- Select direct and indirect quotations that relate to the topic as evidence

3. Worksheets for analysis

Directions:

1. Highlight specific words or phrases in the text that have a significant impact on meaning or tone.
2. On the worksheet, analyze why the author chose these words and how they affect the reader's perception.
3. Discuss your findings with a partner or in a group.

Poetic Devices Exploration

Materials:

1. Poems or passages with poetic devices
2. Poetic devices checklist
3. Pens or pencils

Directions:

1. Read the provided text and identify poetic devices (e.g., rhyme scheme, alliteration).
2. Use the checklist to mark the devices you find and analyze their impact on the text.
3. Write a brief explanation of how these devices contribute to the overall effect of the poem or passage.

Comparing Text Structures

Materials:

1. Two texts with different structures
2. Chart paper
3. Markers

Directions:

1. Read the two texts, noting their different structures (e.g., cause-effect vs. problem-solution).
2. Create a chart comparing the structures of the texts.
3. Discuss how each structure affects the presentation of the main ideas and details.

Point-of-View Perspective Shift

Materials:

1. Text passages

• Cite in-text direct and indirect quotations appropriately • Explain quotations used as support to enhance meaning • Provide adequate supporting details for each main idea in writing • Use and maintain a formal style in writing • Choose specific language to explain a topic • Write a concluding statement/section that follows from and supports analysis • Revise and edit the written piece for improvement • Apply a specific organizational strategy to a compare-contrast essay • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain purposeful decisions made while writing • Respond to a wide-variety of topics for an array of purposes and audiences • Produce written reflections	2. Rewrite templates 3. Pens or pencils Directions: 1. Read a passage and identify the point of view used by the narrator or speaker. 2. Rewrite a portion of the text from a different point of view. 3. Analyze how changing the point of view affects the text's meaning and reader's perception. Multimedia and Text Comparison Materials: 1. Text excerpts 2. Multimedia related to the text (e.g., videos, charts) 3. Comparative analysis worksheets Directions: 1. Read the text and view the related multimedia. 2. Use the worksheet to compare how the text and multimedia present similar themes or information. 3. Discuss how each format impacts the audience differently. Genre and Theme Analysis Materials: 1. Texts from different genres with similar themes 2. Venn diagrams 3. Pens or pencils Directions: 1. Read the texts from different genres that share a similar theme. 2. Use a Venn diagram to compare and contrast how each genre addresses the theme. 3. Discuss the effectiveness of each genre in conveying the theme.
Speaking and Listening Skills	Activities
Task Type:	

Discuss, analyze and present effectiveness of media messages in small groups and whole class

- Read required texts prior to discussions
- Prepare for discussions
- Use previous knowledge to expand discussions about a topic
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Define and identify rules for discussions, including group and individual roles
- Model appropriate behavior during discussions
- Craft and respond to specific questions based on the topic or text, elaborating when necessary
- Reflect on and paraphrase what was discussed
- Summarize the ideas expressed
- Determine the speaker's argument and claims
- Unpack the arguments and claims
- Evaluate whether the speaker's reasoning is rational and legitimate
- Evaluate whether there is enough evidence to support the claims
- Utilize skills that are common to the language production

Discussion Prep and Role Play

Materials:

1. Discussion topics
2. Role cards (e.g., Moderator, Note-Taker, Summarizer)
3. Paper and pens

Directions:

1. Assign each student a role for an upcoming discussion (e.g., Moderator, Note-Taker, Summarizer).
2. Provide discussion topics and have students prepare by reading relevant texts and gathering their thoughts.
3. Conduct a structured discussion where each student fulfills their role, ensuring they use their previous knowledge to contribute.
4. After the discussion, reflect on the roles and the effectiveness of the conversation.

Crafting and Responding to Discussion Questions

Materials:

1. Text excerpts or discussion topics
2. Paper and pens

Directions:

1. Read the provided text or review the discussion topic.
2. Write three specific questions that can be posed during a discussion.
3. Swap questions with a partner and practice responding to each other's questions in a thoughtful and detailed manner.
4. Discuss how your responses and questions can further the conversation.

Analyzing Arguments in Speeches

Materials:

1. Excerpts from speeches or opinion pieces
2. Analysis worksheets
3. Paper and pens

Directions:

domain of writing

- Organize ideas in a logical, sequential order
- Present information using sound, detailed, and relevant evidence in a coherent manner
- Use appropriate eye contact, adequate volume, and clear pronunciation
- Orally present information, using appropriate speech, in a variety of situations
- Manipulate the speech based upon context

1. Read the provided speech excerpts or opinion pieces.
2. Use the analysis worksheet to identify the speaker's main arguments and claims.
3. Evaluate the reasoning and evidence used to support the claims.
4. Share your findings with the class, discussing whether the arguments are rational and well-supported.

Summarizing and Reflecting on Discussions

Materials:

1. Recording of a discussion or written notes
2. Paper and pens

Directions:

1. Listen to or review the recording of a previous discussion.
2. Write a summary of the main ideas expressed during the discussion.
3. Reflect on the discussion by paraphrasing key points and noting any insights or additional thoughts.
4. Share your summary and reflection with a peer or the class.

Orally Presenting Information

Materials:

1. Presentation topics
2. Visual aids (optional)
3. Paper and pens

Directions:

1. Choose a presentation topic and organize your ideas in a logical sequence.
2. Prepare a short oral presentation, using detailed and relevant evidence to support your points.
3. Practice presenting, focusing on eye contact, volume, and clear pronunciation.
4. Present to the class, and receive feedback on how well you communicated your information.

Speech Adaptation Practice

Materials:

	1. Speech excerpts with varying contexts 2. Paper and pens Directions: 1. Read a speech excerpt written for a specific context (e.g., formal, informal). 2. Adapt the speech for a different context (e.g., a formal presentation to a casual speech). 3. Practice delivering the adapted speech, paying attention to how the context affects your speech style. 4. Discuss how manipulating speech based on context changes its impact and effectiveness.
Language Skills	Activities
• Define and identify intensive pronouns in reading • Determine the appropriate instance to use intensive pronouns in writing • Revise grammatical errors in writing • Perform peer reviews of writing to identify and correct grammatical errors • Identify and use strategies to revise writing • Define and identify nonrestrictive/parenthetical elements in writing • Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements • Apply common rules and patterns to spell words correctly • Identify various sentence patterns	Intensive Pronoun Exploration Materials: 1. Copies of a short story or article 2. Highlighters 3. Paper and pens Directions: 1. Read the provided short story or article. 2. Highlight all instances of intensive pronouns (e.g., myself, himself, themselves). 3. Discuss with a partner the role of these pronouns in the text and how they emphasize the subject. 4. Write a paragraph using at least three different intensive pronouns to emphasize the actions of various characters. Parenthetical Punctuation Practice Materials: 1. Sentences with missing or incorrect punctuation 2. Paper and pens Directions: 1. Review a list of sentences with missing or incorrect punctuation

- Incorporate various sentence patterns to create style and voice
- Use a consistent style and tone when writing or speaking
- Use a word's position in a sentence as a clue to the meaning of a word
- Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase
- Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
- Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech.
- Use reference materials to check the inferred meaning of words
- Identify the relationship of words in reading
- Clarify words by using the relationship between them in writing
- Understand and apply conversational, academic, and domain specific vocabulary
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level
- Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
- Acquire and use accurately grade appropriate general

- related to nonrestrictive/parenthetical elements.
2. Correct the punctuation to properly set off nonrestrictive/parenthetical elements.
3. Write your own sentences using nonrestrictive/parenthetical elements and punctuate them correctly.
4. Share your sentences with a peer for feedback on punctuation accuracy.

Sentence Pattern Variety

Materials:

1. List of sentence patterns (e.g., simple, compound, complex)
2. Paper and pens

Directions:

1. Review different sentence patterns provided.
2. Write five sentences, each demonstrating a different sentence pattern.
3. Revise a paragraph from your writing to incorporate varied sentence patterns to enhance style and voice.
4. Share your revised paragraph with a partner and discuss how the varied sentence patterns affected the style and readability.

Vocabulary Detective

Materials:

1. Excerpts from books or articles
2. Dictionaries, glossaries, and thesauruses
3. Paper and pens

Directions:

1. Read the provided excerpts and identify any unknown words.
2. Use context clues, structural clues, and the word's position to infer meanings.
3. Verify your inferred meanings using dictionaries, glossaries, and thesauruses.
4. Write sentences using the new vocabulary to demonstrate understanding of the words' meanings and contexts.

Word Relationships and Clarification

academic and domain specific words and phrases	Materials: 1. Word relationship charts 2. Paper and pens Directions: 1. Review a chart showing relationships between words (e.g., synonyms, antonyms, cause/effect). 2. Choose a set of related words and write a short paragraph using these words in context. 3. Explain how the relationships between the words clarify their meanings in your paragraph. 4. Share your paragraph with a peer and discuss the effectiveness of word relationships in clarifying meaning. Peer Review and Revision Workshop Materials: 1. Drafts of student writing 2. Peer review checklists 3. Paper and pens Directions: 1. Exchange drafts with a peer. 2. Use the peer review checklist to identify and suggest corrections for grammatical errors, including intensive pronouns and punctuation. 3. Revise your draft based on feedback and incorporate corrections. 4. Submit the revised draft and reflect on the changes made based on peer feedback.
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Assessments
Formative Assessments Evidence Extraction Challenge: Assess students' ability to identify and annotate textual evidence. Prediction and Evidence Journal: Evaluate students' predictions and their justification with text evidence. Thematic Connections Web: Review students' ability to connect the theme to personal, textual, and global contexts.

Graphic Organizer for Key Details: Check students' understanding of key details and their role in supporting the central idea.

Analyzing Word Choice: Monitor students' analysis of word choice and its impact on meaning and tone.

Poetic Devices Exploration: Assess students' identification and analysis of poetic devices in text.

Crafting the Perfect Story Hook: Evaluate the effectiveness of students' story hooks in engaging readers.

Event Sequence Mapping: Assess the logical flow and natural progression of events in students' narratives.

Sensory Language and Description: Check students' ability to identify and explain sensory language.

Conflict and Resolution Analysis: Review students' understanding of conflict and resolution in a text.

Figurative Language Exploration: Monitor students' analysis of figurative language and its impact on meaning.

Narrative Techniques Practice: Assess the use of narrative techniques in students' writing.

Discussion Prep and Role Play: Assess students' preparation for discussions and their ability to fulfill assigned roles effectively.

Crafting and Responding to Discussion Questions: Evaluate the specificity and relevance of students' questions and their ability to provide detailed responses.

Analyzing Arguments in Speeches: Check students' ability to identify and evaluate arguments and evidence in texts.

Summarizing and Reflecting on Discussions: Review students' summaries and reflections for accuracy and depth of understanding.

Orally Presenting Information: Monitor students' presentation skills, including organization, clarity, and use of evidence.

Speech Adaptation Practice: Evaluate students' ability to adapt their speech based on context and the effectiveness of their delivery.

Intensive Pronoun Exploration: Evaluate students' ability to identify and use intensive pronouns correctly in both reading and writing.

Parenthetical Punctuation Practice: Assess students' understanding and application of punctuation for nonrestrictive/parenthetical elements.

Sentence Pattern Variety: Check students' ability to write and revise sentences using various patterns to enhance style and voice.

Vocabulary Detective: Review students' use of context clues and reference materials to determine and use the meanings of unknown words.

Word Relationships and Clarification: Evaluate students' understanding of word relationships and their ability to use this understanding in writing.

Peer Review and Revision Workshop: Monitor students' ability to identify and correct grammatical errors through peer review and revisions.

Summative Assessments

Comparing Text Structures: Evaluate students' ability to compare and contrast text structures and their effects on content presentation.

Point-of-View Perspective Shift: Assess students' understanding of how changing point of view impacts the text.

Multimedia and Text Comparison: Test students' skills in comparing text and multimedia presentations of similar themes.

Genre and Theme Analysis: Evaluate students' analysis of how different genres handle the same theme.

Written Argument: Assess students' ability to construct an argument with clear reasons and relevant evidence based on a given topic.

Research and Synthesize Information: Evaluate students' ability to conduct research, synthesize information, and present findings.

Writing with Purpose and Audience: Assess students' skill in writing for specific purposes and audiences.

Plagiarism Awareness and Prevention: Test students' understanding of plagiarism and citation practices.

Compare-Contrast Essay Development: Evaluate students' organizational skills and effectiveness in writing a compare-contrast essay.

Writing Portfolio: Review a portfolio of students' writing to assess overall writing skills, including narrative techniques, voice, and revision.

practices.

Discussion Participation and Reflection: Assess overall participation in discussions, including preparation, role fulfillment, and reflective summaries.

Argument Analysis Essay: Evaluate students' ability to analyze arguments in a written essay, focusing on the identification of claims, reasoning, and evidence.

Oral Presentation Project: Assess students' oral presentations for organization, use of evidence, and effective communication.

Speech Adaptation Project: Review students' ability to adapt speeches to different contexts and the impact of their adaptations.

Discussion Facilitation: Evaluate students' effectiveness in facilitating a structured discussion, including their ability to use previous knowledge and manage group roles.

Intensive Pronoun Usage Assignment: Assess the correct usage of intensive pronouns in a final writing piece.

Parenthetical Punctuation Test: Evaluate students' ability to correctly punctuate nonrestrictive/parenthetical elements in a written test.

Sentence Pattern Analysis Essay: Review an essay demonstrating varied sentence patterns and the impact on style and readability.

Vocabulary Usage Project: Assess students' ability to effectively use newly learned vocabulary in a comprehensive written or oral project.

Word Relationships Writing Assignment: Evaluate students' use of word relationships to clarify meaning in a written assignment.

Revised Draft Submission: Assess the effectiveness of revisions made based on peer feedback and the overall quality of the revised draft.

Resources

Mentor Text List

Literary Texts

- *Charlotte's Web* by E.B. White
- *The Phantom Tollbooth* by Norton Juster
- *The Little Prince* by Antoine de Saint-Exupéry
- *The Sneetches and Other Stories* by Dr. Seuss
- *Wonder* by R.J. Palacio
- *The Outsiders* by S.E. Hinton
- *The Giver* by Lois Lowry
- *Percy Jackson & The Olympians: The Lightning Thief* by Rick Riordan
- *A Wrinkle in Time* by Madeleine L'Engle
- *Roll of Thunder, Hear My Cry* by Mildred D. Taylor
- *Harry Potter and the Sorcerer's Stone* by J.K. Rowling
- *The Chronicles of Narnia* by C.S. Lewis
- *Percy Jackson and the Olympians: The Titan's Curse* by Rick Riordan

Reading

- [Close In on Close Reading](#)
- [How To Close Reading Video](#)
- [Teaching Channel: Thinking Notes Strategy For Close Reading](#)
- [Common Core Reading Strategies Informational Text](#)
- [Writing Summary](#)
- [Summary-Non-Fiction Text](#)
- [YouTube Reading Lessons Middle School](#)
- [Common Core Strategies](#)

- *Anne of Green Gables* by L.M. Montgomery
- *Holes* by Louis Sachar
- *The Secret Garden* by Frances Hodgson Burnett
- *The Invention of Hugo Cabret* by Brian Selznick
- *The Arrival* by Shaun Tan

Informational Texts

- *The Diary of a Young Girl* by Anne Frank
- *A Long Walk to Water* by Linda Sue Park
- *How to Babysit a Grandma* by Jean Reagan
- *I Have a Dream* by Martin Luther King Jr.
- *The Gettysburg Address* by Abraham Lincoln
- *The Declaration of Independence* by Thomas Jefferson
- *The Art of Public Speaking* by Dale Carnegie
- *The Elements of Style* by William Strunk Jr. and E.B. White
- *The Power of Now* by Eckhart Tolle

- [Teaching Reading](#)
- [Close Reading Model Lessons](#)
- [Literary Analysis](#)
- [Teaching Theme](#)
- [Teaching Theme \(video\)](#)
- [Character Analysis](#)
- [Teaching Vocabulary](#)

Writing/Language

- [Evidence Based Arguments](#)
- [Writing Resources by Strand](#)
- [Argumentative Writing YouTube](#)
- [Writing Exemplars - Argument/Opinion](#)
- [Personal Narrative](#)
- [PARCC Writing Resources](#)
- [Writing Exemplars by Grade Level and Aspects to Consider in Writing](#)
- [Thesis Writing](#)
- [Discussion, Planning and Questioning](#)
- [Grammar](#)

• [Purdue OWL Writing Lab](#)

• [Writing a Book Summary](#)

Speaking & Listening

• [Inquiry Based Learning](#)
(Edutopia)

• [Engaging Students Using Discussion](#)

• [Strategies for Student Centered Discussion](#)

• [Socratic Seminar:](#)
[ReadWriteThink](#)

• [Fishbowl Strategy](#)

• [Stems on Fostering Class Discussion](#)

• [Fishbowl Strategies: Teach Like This](#)

• [Accountable Talk](#)

• [AVID Socratic Seminar](#)

Critical Thinking

• [Levels of Thinking in](#)
[Bloom's and Webb's Depth of Knowledge](#)

• [Cognitive Rigor Chart](#)

• [5 Strategies For Middle School Classrooms](#)

• [Spectrum of Standards by Grade; Breakdown of](#)
[Standards and Sample](#)

	<u>Lessons</u>
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Support/Accommodations for Students with IEPs	Support/Accommodations for Students with 504 Plans
-Follow all IEP modifications -Work in a small group -Solidify and refine concepts through repetition -Allow answers to be given orally or dictated -Use multi-sensory teaching approaches -Utilize assistive technology and materials -Use large print books, Braille, or books on CD (digital text) -Guided notes and/or scaffold outline for written assignments -Introduce key vocabulary before lesson -Work in a small group -Lesson taught again using a differentiated approach -Allow answers to be given orally or dictated -Use visuals / Anchor Charts -Leveled texts according to ability	-Follow all the 504 plan modifications -Text to speech/audio recorded selections -Amplification system as needed -Leveled texts according to ability -Fine motor skill stations embedded in rotation as needed -Modified or constrained spelling word lists -Provide anchor charts with high frequency words and phonemic patterns -Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners	Support/Accommodations for Gifted Students
-Work toward longer passages as skills in English increase -Use visuals -Introduce/highlight key vocabulary before lesson -Teacher models reading aloud daily -Provide peer tutoring -Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers -Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers	-Provide options, alternatives and choices to differentiate and broaden the curriculum -Organize and offer flexible small group learning activities -Provide whole group enrichment explorations -Teach cognitive and methodological skills -Use center, stations, or contracts -Organize integrated problem-solving simulations -Propose interest-based extension activities -Expose students to beyond level texts

- Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and
- Descriptor Name Charts
- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments

Unit 3: Reading Deeply, Writing Clearly: A Journey Through Texts

Unit Goal: In this unit, sixth-grade students will explore key reading, writing, speaking, and language standards to deepen their understanding and application of text analysis and effective communication. They will learn to cite textual evidence to support their analysis of both literary and informational texts, determine themes and central ideas, and analyze how text structures and author perspectives influence meaning. Students will develop their writing skills by crafting informative and explanatory texts, using precise language, and incorporating textual evidence. The unit will also focus on improving vocabulary knowledge, understanding grammar conventions, and mastering effective communication through oral presentations and collaborative discussions. By engaging with a range of texts and utilizing diverse strategies, students will enhance their ability to interpret, analyze, and articulate their ideas with clarity and confidence.

Duration: 9 weeks

Essential Questions:

- How does citing textual evidence help us support our analysis of a text?
- What strategies can we use to determine the theme or central idea of a text, and how do these strategies support our understanding of the text?
- How does the structure of a text contribute to its overall meaning and impact?
- In what ways do authors convey perspective, and how does this affect our interpretation of their texts?
- How can we effectively use textual evidence to support our writing and arguments?
- How does vocabulary knowledge and understanding of language conventions enhance our reading, writing, and speaking skills?

Enduring Understandings:

- Citing textual evidence is essential for supporting analysis and interpretations of both literary and informational texts.
- Determining the theme or central idea of a text involves analyzing key details and understanding how these details contribute to the overall message.
- Text structure and the arrangement of text elements influence how information is presented and understood.
- An author’s perspective and purpose shape the content and tone of a text, influencing the reader's interpretation and engagement.
- Effective writing involves using textual evidence to support claims, employing appropriate language and style, and revising work based on feedback.

- Vocabulary knowledge and understanding of grammatical conventions are crucial for effective communication in reading, writing, and speaking.

NJSLS:

Reading

- RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly, as well as inferences drawn from the text.
- RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly, as well as inferences drawn from the text.
- RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- RI.CI.6.2. Determine the central idea of an informational text, and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.6.3. Analyze how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
- RL.TS.6.4. Analyze how a particular piece (e.g. chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to the development of the ideas, plot, setting, or theme.
- RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
- RI.PP.6.5. Identify the author's purpose, perspective or potential bias and explain the impact on the reader's interpretation.
- RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Writing

- W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.6.3.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.
- W.6.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.6.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.6.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- W.6.3.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, **voice**, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

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

W.6.8. (Choice) 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. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research

W.6.9.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.6.9.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, **metacognition/self correction**, and revision) and shorter time frames (a single sitting or a day or two) for a range of **discipline-specific** tasks, purposes, and audiences

Speaking and Listening

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PE.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.PE.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.PE.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.PE.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

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

Language:

- L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - L.SS.6.1.C. Recognize and correct inappropriate shifts in pronoun number and person.
 - L.SS.6.1.D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - L.SS.6.1.E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
 - L.SS.6.1.F. Recognize spelling conventions.
- L.KL.6.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - L.KL.6.2.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - L.KL.6.2.B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - L.KL.6.2.C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
 - L.KL.6.2.D. Maintain consistency in style and tone.
- L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
 - L.VL.6.3.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - L.VL.6.3.B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
 - L.VL.6.3.D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - L.VI.6.4.A. Interpret figures of speech (e.g., personification) in context.
 - L.VI.6.4.C. Analyze the impact of a specific word choice on meaning and tone.
 - L.VI.6.4.D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
- L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Companion Standards**9.2 Career Awareness**

- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.

9.4 Life Literacies and Key Skills

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4 Digital Citizenship

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

9.4 Information/Media Literacy

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4 Technology Literacy

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Social Studies/Science/Other

MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Reading Skills	Activities
Text Type: (fiction and nonfiction)	

1 - 2 Extended Texts
4-8 shorter texts depending upon length and complexity

- Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim
- Use evidence from the text to make and check predictions as you read
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Gather evidence from the text to support inferences or explicit meaning.
- Read and analyze a variety of literary genres and informational texts
- Closely examine the text's explicit content
- Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings
- Reconstruct and understand the text segment's new meaning
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences
- Refer to the text for support when analyzing and drawing inferences
- Correctly cite evidence from the text
 - Explain the theme or central idea using key details from the text as evidence, including details from the beginning,

Title: Textual Detective

Materials:

1. Copies of a selected text
2. Highlighters
3. Sticky notes
4. Pencils
5. Chart paper

Directions:

1. Read the selected text closely, using highlighters to mark key pieces of evidence.
2. On sticky notes, jot down any inferences or connections you make to the text.
3. On chart paper, summarize the central idea or theme, using evidence from different parts of the text to support your summary.
4. Share your findings with a partner and discuss how your interpretations compare.

Theme Exploration

Materials:

1. Copies of a literary text
2. Graphic organizers
3. Markers
4. Sticky notes

Directions:

1. Read the text and use a graphic organizer to identify the theme.
2. Highlight key details in the text that support the theme.
3. On sticky notes, write down how the theme is developed through the plot and characters.
4. Discuss with a small group how these details contribute to the overall theme.

Character Changes

Materials:

middle, and end of the text

- Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text
- Summarize texts by evaluating key details in which the central idea or theme is located
- Distinguish key (thematic) details from all other details
- Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)
 - Distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment
- Explain the parts of a plot; provide a summary of each part
- Observe and analyze how story characters and plot interact and develop throughout a given text
- Read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways
- Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative)
- Provide an analysis of the impact of specific word choice on meaning and/or tone

1. Copies of a literary text
2. Notebooks
3. Pens

Directions:

1. Identify key episodes in the text where the main character changes or responds to events.
2. In your notebook, describe each episode and analyze how it affects the character's development.
3. Write a short paragraph on how these changes influence the overall plot and theme of the text.
4. Share and compare your analysis with a classmate.

Word Choice Analysis

Materials:

1. Copies of a literary text
2. Highlighters
3. Notebooks

Directions:

1. Highlight specific word choices that the author uses in a selected passage.
2. In your notebook, analyze the impact of these words on the tone and meaning of the text.
3. Write a brief explanation of why the author might have chosen these words.
4. Discuss your analysis with a partner and explore different perspectives.

Poetic Devices Hunt

Materials:

1. Copies of a poem
2. Highlighters
3. Notebooks

Directions:

1. Read the poem and highlight instances of poetic devices (e.g., rhyme scheme, alliteration).
2. In your notebook, provide an analysis of how these devices affect

- Analyze why the author made a specific word choice
- Analyze the impact of the word choice on the reader
- Evaluate the effectiveness of the author's word choice
- Identify poetic devices used in text
- Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text
- Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope
- Recognize how form relates to function and how a part relates to a whole
- Distinguish between different text structures
 - Observe how the individual components of the text add to the development of the theme, setting, and plot
- Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text
- Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader
- Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.)
- Identify various points of view
- Determine how the author develops the point-of-view of the narrator or speaker in the text

the poem's meaning and tone.

3. Discuss how the use of poetic devices contributes to the overall impact of the poem with a small group.
4. Create a visual representation (e.g., a poster) showing how these devices enhance the poem.

Genre Comparison

Materials:

1. Copies of two texts from different genres
2. Venn diagram templates
3. Pencils

Directions:

1. Read both texts and use a Venn diagram to compare and contrast their themes and how they are presented.
2. Identify similarities and differences in how each genre approaches the same theme.
3. Write a brief summary of your findings, focusing on the effectiveness of each genre's approach.
4. Present your comparisons to the class and discuss different perspectives.

- Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader
- Determine how the author's word choice helps develop the narrator or speaker's point of view
- Evaluate the effectiveness of the author's choice in point of view
- Compare and contrast texts across various genres on the same theme or topic
- Evaluate multiple approaches to the same subject
- Compare text to multimedia as it impacts the audience
- Compare and contrast texts of different genres that share similar themes
 - Analyze how each author conveys the same message through different avenues
- Investigate the authors' dissimilar backgrounds that inspire such works (themes)
- Compare/contrast how each author infuses their philosophy and persona into their work
- Analyze the impact of the differences in forms or genres on the reader
 - Evaluate the effectiveness of each author's approach to the theme and topic

Writing Skills	Activities
Writing Genre: Research Informative and Explanatory Routine Writing	

- Engage and orient the reader by establishing a context
- Engage the reader with a story hook
- Introduce a narrator and/or characters
- Organize an event sequence that unfolds naturally and logically
- Use narrative techniques effectively to develop experiences, events, and/or characters
- Transition from one idea to the next by using appropriate words and phrases
- Use figurative language to aid in description
- Describe ideas by using sensory and specific language
- Write a conclusion that brings the story events to a meaningful close
- Clearly convey a conflict and a resolution to the conflict
- Identify defining characteristics of different genres of writing
- Unpack a writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice
- Create a tone that is appropriate for one's audience
- Revise and edit intentionally to improve writing

Narrative Hook Creation

Materials:

1. Paper
2. Pencils
3. Examples of strong narrative hooks

Directions:

1. Read examples of engaging narrative hooks.
2. Write your own narrative hook for a story, aiming to captivate the reader's interest.
3. Share your hook with a partner and discuss how it could draw a reader into a story.
4. Revise your hook based on feedback to improve its effectiveness.

Story Structure Mapping

Materials:

1. Graphic organizers
2. Paper
3. Pencils

Directions:

1. Choose a short story or a chapter from a book you've read.
2. Use a graphic organizer to map out the sequence of events in the story, including the introduction, conflict, rising action, climax, and resolution.
3. Discuss with a small group how the story's events unfold and support the development of characters and conflict.
4. Write a brief summary of how the structure contributes to the story's impact.

Descriptive Language Exercise

Materials:

1. Paper
2. Pencils
3. Examples of descriptive passages

Directions:

1. Review examples of descriptive language that use sensory details and figurative language.

- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists
- Distinguish between editing and revising
- Use technological resources to enhance writing
- Give and receive feedback using technology
- Seek out authentic publishing opportunities
- Use tools including blogs and wikis, to develop writing and communicate with students in their classes
- Type a minimum of three pages in a single sitting
- Use keyboarding skills to make typing more efficient
- Type three pages in an appropriate amount of time
- Explore inquiry topics through short research projects
- Research and synthesize information from several sources
- Conduct research and synthesize multiple sources of information
- Compile a list of sources to use for a project
- Refocus the intent of the research when appropriate
- Use search terms effectively
- Assess the credibility and accuracy of each source
- Select direct and indirect quotations that relate to the topic as evidence

2. Write a descriptive paragraph about a chosen setting or character, incorporating sensory details and figurative language.
3. Exchange paragraphs with a peer and provide feedback on the effectiveness of the descriptions.
4. Revise your paragraph based on feedback.

Narrative Revision Workshop

Materials:

1. Drafts of narrative writing
2. Editing checklists
3. Pencils

Directions:

1. Review your narrative draft and use an editing checklist to identify areas for improvement.
2. Work with a partner to give and receive feedback on narrative techniques, organization, and use of descriptive language.
3. Revise your draft based on the feedback and checklist to enhance your story's clarity and impact.
4. Share your revised narrative with the class for additional feedback.

Research Project

Materials:

1. Research materials (books, articles, internet access)
2. Graphic organizers
3. Paper
4. Pencils

Directions:

1. Choose a research topic and use various sources to gather information.
2. Use a graphic organizer to compile and synthesize information from multiple sources.
3. Write a research report including a clear thesis statement, supporting evidence, and citations.
4. Present your research findings to the class and answer questions about your sources and process.

- Explain quotations used as support to enhance meaning
- Cite direct and indirect quotations
- Identify examples of plagiarism in writing
- Avoid plagiarism in writing
- Follow typing appropriate typing format and conventions
- Write a clear thesis statement
- Identify evidence that supports claims in literary analysis
- Incorporate evidence into written pieces, using introductory phrases and transitions
- Logically connect evidence to claims in writing
- Select direct and indirect quotations that relate to the topic as evidence
- Cite in-text direct and indirect quotations appropriately
- Explain quotations used as support to enhance meaning
- Provide adequate supporting details for each main idea in writing
- Use and maintain a formal style in writing
- Choose specific language to explain a topic
- Write a concluding statement/section that follows from and supports analysis

Compare and Contrast Essay

Materials:

1. Paper
2. Pencils
3. Examples of compare-contrast essays

Directions:

1. Read examples of compare-contrast essays and identify key features and organizational strategies.
2. Choose two subjects to compare and contrast.
3. Write an essay using an appropriate organizational strategy (e.g., point-by-point or block method), including a clear thesis, supporting evidence, and transitions.
4. Revise your essay for clarity, coherence, and effective comparison.

• Revise and edit the written piece for improvement • Apply a specific organizational strategy to a compare-contrast essay • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain purposeful decisions made while writing • Respond to a wide-variety of topics for an array of purposes and audiences • Produce written reflections	
Speaking and Listening Skills	Activities
Task type: Socratic Seminars and Debates	
• Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group	Pre-Discussion Preparation Materials: 1. Texts to be discussed 2. Paper 3. Pencils Directions: 1. Read the assigned text thoroughly before the discussion. 2. Take notes on key points, questions, and personal reactions. 3. Prepare a brief summary of the text and jot down at least two questions or points you want to discuss. 4. Share your prepared notes with a partner and discuss your questions to refine your discussion points.

and individual roles

- Model appropriate behavior during discussions
- Craft and respond to specific questions based on the topic or text, elaborating when necessary
- Reflect on and paraphrase what was discussed
- Summarize the ideas expressed
- Interpret and evaluate information presented in diverse media and formats
- Explain how each medium shapes or influences the audience's perception and understanding of the information presented
- Evaluate the effectiveness of the chosen format for presenting the information
- Observe how various mediums appeal to one or more senses with varying levels of intensity
- Compare the reading of a speech to watching a video of the speech
- Utilize skills that are common to the language production domain of writing
- Organize ideas in a logical, sequential order
- Present information using sound, detailed, and relevant evidence in a coherent manner
- Use appropriate eye contact, adequate volume, and clear pronunciation

5. Participate in the group discussion, using your prepared notes to contribute effectively.

Structured Group Discussion

Materials:

1. Discussion guidelines
2. Paper
3. Pencils

Directions:

1. Review the discussion rules and roles assigned (e.g., facilitator, note-taker, timekeeper).
2. Engage in the structured discussion, focusing on following the assigned roles and rules.
3. Ask and respond to specific questions, elaborating on your answers as needed.
4. After the discussion, reflect on and paraphrase the main ideas shared.
5. Summarize the discussion highlights in a brief written report.

Comparing Media Formats

Materials:

1. Video clips
2. Written speeches
3. Paper
4. Pencils

Directions:

1. Watch a video of a speech and read the written transcript of the same speech.
2. Discuss how each medium (video and written text) shapes the audience's perception of the speech.
3. Evaluate the effectiveness of each format for conveying the speech's message.
4. Write a summary comparing the impact of the video versus the written speech, noting any differences in how the mediums appeal to the senses.

• Orally present information, using appropriate speech, in a variety of situations • Manipulate the speech based upon context	Effective Presentation Skills Materials: 1. Paper 2. Pencils 3. Presentation guidelines Directions: 1. Prepare a short oral presentation on a given topic using detailed and relevant evidence. 2. Practice your presentation, focusing on clear pronunciation, appropriate volume, and eye contact. 3. Deliver your presentation to the class, adapting your speech based on audience reactions and feedback. 4. After the presentation, reflect on the effectiveness of your delivery and seek peer feedback for improvement. Multimedia Analysis Materials: 1. Various multimedia sources (e.g., infographics, videos, podcasts), 2. Paper 3. Pencils Directions: 1. Analyze a piece of multimedia content, noting how different elements (e.g., images, sound) influence the audience's understanding. 2. Discuss with a partner how the medium affects the presentation and reception of the information. 3. Write a brief report evaluating the effectiveness of the multimedia format used, including how it appeals to different senses.
Language Skills	Activities
• Recognize and correct inappropriate shifts in pronoun number and person	Pronoun Precision Materials:

- Recognize and correct vague pronouns
- Revise grammatical errors in writing
- Perform peer reviews of writing to identify and correct grammatical errors
- Identify and use strategies to revise writing
- Define and identify nonrestrictive/parenthetical elements in writing
- Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements
- Apply common rules and patterns to spell words correctly
- Identify various sentence patterns
- Incorporate various sentence patterns to create style and voice
- Use a consistent style and tone when writing or speaking
- Use a word's position in a sentence as a clue to the meaning of a word
- Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase
- Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
- Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech.
- Use reference materials to check the inferred meaning of words

1. Worksheets with sentences
2. Pencils

Directions:

1. Review a list of sentences with incorrect pronoun usage (e.g., shifts in pronoun number and person, vague pronouns).
2. Identify and correct the pronoun errors in each sentence.
3. Rewrite the corrected sentences on a worksheet, making sure pronouns agree in number and person and are not vague.
4. Discuss common errors and their corrections with the class.

Parenthetical Elements Practice

Materials:

1. Text excerpts with parenthetical elements
2. Punctuation guides
3. Paper
4. Pencils

Directions:

1. Read excerpts containing nonrestrictive/parenthetical elements.
2. Identify the parenthetical elements and determine the appropriate punctuation needed to set them off.
3. Correctly punctuate the excerpts using commas, dashes, or parentheses.
4. Share and compare corrections with a partner, explaining the choices made.

Sentence Pattern Exploration

Materials:

1. Sample sentences
2. Sentence pattern guides
3. Paper
4. Pencils

Directions:

1. Examine various sample sentences to identify different sentence patterns (e.g., simple, compound, complex).
2. Practice rewriting sentences using different patterns to create unique style and voice.

- Define and identify figures of speech
- Determine the meaning of and purpose of figures of speech in context
- Define the term *connotation*
- Discern the difference in meaning between closely related words
- Understand and apply conversational, academic, and domain specific vocabulary
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level
- Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
- Acquire and use accurately grade appropriate general academic and domain specific words and phrases
- Dissect assignments and determine the key processes required

3. Write a short paragraph incorporating at least three different sentence patterns.
4. Peer review each other's paragraphs to ensure varied sentence structures and effective use of style.

Vocabulary Detective

Materials:

1. Dictionary
2. Thesaurus
3. Vocabulary worksheets
4. Paper
5. Pencils

Directions:

1. Choose five unfamiliar words from a provided text.
2. Use context clues, structural clues, and position in the sentence to infer their meanings.
3. Look up the words in the dictionary and thesaurus to verify their meanings and pronunciation.
4. Write a sentence for each word demonstrating its meaning and share with the class.

Figures of Speech in Context

Materials:

1. Texts with figures of speech
2. Paper
3. Pencils

Directions:

1. Read texts containing various figures of speech (e.g., similes, metaphors, personification).
2. Identify the figures of speech and explain their meaning and purpose in the text.
3. Discuss how the use of figures of speech enhances the meaning or tone of the text.
4. Create a short story or poem incorporating at least three different figures of speech.

Assessments

Formative Assessment List

- **Textual Evidence Exercise:** Check if students can identify and cite textual evidence to support their claims during discussions.
- **Theme Identification Quiz:** Assess students' ability to determine and explain the theme using key details from a text.
- **Character Change Analysis:** Observe students' ability to analyze and describe character changes and their impact on the plot.
- **Word Choice Analysis Activity:** Evaluate students' understanding of how specific word choices affect tone and meaning.
- **Poetic Devices Worksheet:** Check students' ability to identify and analyze poetic devices used in a text.
- **Genre Comparison Discussion:** Assess students' ability to compare and contrast texts across genres, focusing on theme and effectiveness.
- **Narrative Hook Activity:** Evaluate the effectiveness of students' narrative hooks in engaging readers.
- **Story Structure Mapping:** Assess students' ability to identify and map out the structure of a story.
- **Descriptive Language Exercise:** Check for the use of sensory details and figurative language in descriptive paragraphs.
- **Narrative Revision Workshop:** Observe students' use of feedback to improve narrative drafts.
- **Research Project Check-In:** Evaluate students' progress in researching and organizing information.
- **Compare and Contrast Draft Review:** Assess the clarity and organization of students' compare-contrast essays.
- **Pre-Discussion Notes Review:** Assess students' preparedness by reviewing their notes and discussion questions.
- **Structured Discussion Participation:** Observe and evaluate students' engagement and adherence to discussion roles and rules.
- **Media Comparison Activity:** Evaluate students' ability to analyze and compare the effectiveness of different media formats.
- **Presentation Practice:** Assess students' use of clear pronunciation, eye contact, and appropriate volume during practice sessions.
- **Multimedia Analysis Report:** Review students' ability to interpret and evaluate the effectiveness of multimedia content.
- **Pronoun Precision Worksheet:** Evaluate students' ability to correct pronoun errors and ensure agreement and clarity.
- **Parenthetical Elements Exercise:** Assess students' understanding and application of punctuation for nonrestrictive/parenthetical elements.
- **Sentence Pattern Paragraph:** Review students' use of various sentence patterns and their effectiveness in creating style and voice.
- **Vocabulary Detective Worksheet:** Check students' ability to use context clues and reference materials to determine word meanings.
- **Figures of Speech Analysis:** Observe students' identification and explanation of figures of speech in context.

Summative Assessment List

- **Textual Evidence Essay:** Students write an essay citing textual evidence to support their analysis of a literary or informational text.
- **Theme Analysis Report:** Students produce a report analyzing the theme of a text, including key details and overall development.
- **Character Development Project:** Students create a project that details character changes over the course of a text and their impact on the story.
- **Word Choice and Tone Essay:** Students write an essay analyzing the impact of the author's word choice on the tone and meaning of a

passage.

- **Poetic Devices Presentation:** Students deliver a presentation analyzing the use of poetic devices in a poem and their effect on the text.
- **Comparative Text Analysis:** Students write a comparative essay on texts of different genres, evaluating how each handles similar themes.
- **Narrative Writing Assignment:** Students write a complete narrative, including an engaging hook, well-developed characters, and a logical event sequence.
- **Story Structure Analysis Essay:** Students analyze the structure of a story and how it contributes to the development of characters and plot.
- **Descriptive Writing Piece:** Students produce a descriptive piece that effectively uses sensory details and figurative language.
- **Research Report:** Students write a comprehensive research report with a clear thesis, supporting evidence, and proper citations.
- **Compare and Contrast Essay:** Students write a well-organized compare-contrast essay with a clear thesis and detailed analysis.
- **Peer Feedback Reflection:** Students reflect on and analyze the feedback received on their writing and the revisions made based on that feedback.
- **Discussion Participation Report:** Evaluate students' overall participation in group discussions, including their ability to prepare, engage, and summarize.
- **Comparing Media Formats Essay:** Assess students' written comparison of different media formats and their effectiveness.
- **Oral Presentation:** Evaluate students' ability to present information clearly, using appropriate presentation skills and adapting to feedback.
- **Multimedia Analysis Presentation:** Assess students' analysis and evaluation of multimedia content, including their understanding of how various elements influence the audience.
- **Grammar and Punctuation Test:** Assess students' overall ability to recognize and correct grammatical errors and use appropriate punctuation.
- **Sentence Pattern Essay:** Evaluate students' skill in incorporating varied sentence patterns into a coherent and engaging essay.
- **Vocabulary Application Project:** Review students' ability to use new vocabulary accurately in context and demonstrate understanding of definitions and connotations.
- **Figures of Speech Creative Writing:** Assess students' incorporation of figures of speech into a creative piece and their explanation of the impact on meaning and tone.

Resources

Mentor Text List

- *Charlotte's Web* by E.B. White
- *The Diary of a Young Girl* by Anne Frank
- *Percy Jackson & The Olympians: The Lightning Thief* by Rick Riordan
- *The Phantom Tollbooth* by Norton Juster
- *A Wrinkle in Time* by Madeleine L'Engle

Reading

- [Close In on Close Reading](#)
- [How To Close Reading Video](#)
- [Teaching Channel: Thinking Notes Strategy For Close Reading](#)
- [Common Core Reading](#)

- *The Outsiders* by S.E. Hinton
- *The Hunger Games* by Suzanne Collins
- *The Art of Public Speaking* by Dale Carnegie
- *The Elements of Style* by William Strunk Jr. and E.B. White
- *Wonder* by R.J. Palacio
- *The Secret Garden* by Frances Hodgson Burnett
- *Holes* by Louis Sachar

Strategies Informational Text

- [Writing Summary](#)
- [Summary-Non-Fiction Text](#)
- [YouTube Reading Lessons](#) [Middle School](#)
- [Common Core Strategies](#)
- [Teaching Reading](#)
- [Close Reading Model Lessons](#)
- [Literary Analysis](#)
- [Teaching Theme](#)
- [Teaching Theme \(video\)](#)
- [Character Analysis](#)
- [Teaching Vocabulary](#)

Writing/Language

- [Evidence Based Arguments](#)
- [Writing Resources by Strand](#)
- [Argumentative Writing YouTube](#)
- [Writing Exemplars -
Argument/Opinion](#)
- [Personal Narrative](#)
- [PARCC Writing Resources](#)

• [Writing Exemplars by Grade Level and Aspects to Consider in Writing](#)

• [Thesis Writing](#)

• [Discussion, Planning and Questioning](#)

• [Grammar](#)

• [Purdue OWL Writing Lab](#)

• [Writing a Book Summary](#)

Speaking & Listening

• [Inquiry Based Learning \(Edutopia\)](#)

• [Engaging Students Using Discussion](#)

• [Strategies for Student Centered Discussion](#)

• [Socratic Seminar: ReadWriteThink](#)

• [Fishbowl Strategy](#)

• [Stems on Fostering Class Discussion](#)

• [Fishbowl Strategies: Teach Like This](#)

• [Accountable Talk](#)

• [AVID Socratic Seminar](#)

Critical Thinking

	• Levels of Thinking in Bloom's and Webb's Depth of Knowledge • Cognitive Rigor Chart • 5 Strategies For Middle School Classrooms • Spectrum of Standards by Grade: Breakdown of Standards and Sample Lessons
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Support/Accommodations for Students with IEPs -Follow all IEP modifications -Work in a small group -Solidify and refine concepts through repetition -Allow answers to be given orally or dictated -Use multi-sensory teaching approaches -Utilize assistive technology and materials -Use large print books, Braille, or books on CD (digital text) -Guided notes and/or scaffold outline for written assignments -Introduce key vocabulary before lesson -Work in a small group -Lesson taught again using a differentiated approach -Allow answers to be given orally or dictated -Use visuals / Anchor Charts -Leveled texts according to ability	Support/Accommodations for Students with 504 Plans -Follow all the 504 plan modifications -Text to speech/audio recorded selections -Amplification system as needed -Leveled texts according to ability -Fine motor skill stations embedded in rotation as needed -Modified or constrained spelling word lists -Provide anchor charts with high frequency words and phonemic patterns -Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners -Work toward longer passages as skills in English increase -Use visuals -Introduce/highlight key vocabulary before lesson -Teacher models reading aloud daily	Support/Accommodations for Gifted Students -Provide options, alternatives and choices to differentiate and broaden the curriculum -Organize and offer flexible small group learning activities -Provide whole group enrichment explorations

-Provide peer tutoring -Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers -Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	-Teach cognitive and methodological skills -Use center, stations, or contracts -Organize integrated problem-solving simulations -Propose interest-based extension activities -Expose students to beyond level texts
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Unit 4: From Text to Understanding: Analyzing Themes, Structures, and Author Perspectives

Unit Goal:

This unit is designed to deepen students’ understanding of textual analysis, writing, and communication skills. Students will learn to cite textual evidence to support both explicit and inferred meanings in literary and informational texts, and to identify and explain themes and central ideas. Through analyzing text structures, students will explore how characters and ideas develop and respond throughout a text. The unit also emphasizes the importance of understanding author’s perspectives and biases, and how these elements impact reader interpretation. Students will practice writing informative and explanatory texts, focusing on organization, detail, and style. Additionally, they will develop effective speaking and listening skills by participating in collaborative discussions, interpreting diverse media, and presenting information clearly using appropriate multimedia components. The unit will also cover language conventions, including grammar, sentence patterns, and vocabulary acquisition, to enhance students' overall writing and communication proficiency.

Duration: 9 weeks

Essential Questions:

- How can textual evidence be used to support an analysis of both explicit statements and inferred meanings in literary and informational texts?
- What strategies can be employed to determine and explain the theme or central idea of a text?
- How does understanding the structure of a text help in analyzing how characters or ideas are developed?
- In what ways does an author's perspective or bias influence the reader’s interpretation of a text?
- How can one effectively organize and present information in informative or explanatory writing?
- What are the best practices for engaging in and contributing to collaborative discussions on grade-appropriate topics and texts?

- How do different media and formats impact the way information is perceived and understood?
- What are the key aspects of effective public speaking and presentation, including the use of multimedia components?

Enduring Understandings:

- Textual evidence, when cited correctly, supports the analysis and interpretation of both explicit and implicit meanings in texts.
- Identifying and explaining themes or central ideas helps in understanding how a text's details and structure contribute to its overall message.
- Analyzing a text's structure and how it unfolds helps reveal how characters or ideas develop over time.
- Recognizing an author's perspective or bias enhances comprehension and critical evaluation of the text's content.
- Effective informative or explanatory writing involves clear organization, relevant details, precise language, and appropriate style.
- Collaborative discussions benefit from preparation, active engagement, clear communication, and reflection on various perspectives.
- Different media and formats shape audience understanding by presenting information in varied ways, influencing perception and engagement.
- Public speaking and presentations are enhanced by clear organization, effective use of multimedia, and adherence to formal speech conventions.

NJSLS:

Reading

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly, as well as inferences drawn from the text.

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly, as well as inferences drawn from the text.

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.6.2. Determine the central idea of an informational text, and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.6.3. Analyze how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RI.IT.6.3. Analyze how a particular text's (e.g. article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text.

RL.TS.6.4. Analyze how a particular piece (e.g. chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to the development of the ideas, plot, setting, or theme.

RI.TS.6.4. Use text structures (e.g. cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RI.PP.6.5. Identify the author's purpose, perspective or potential bias and explain the impact on the reader's interpretation.

RI.PP.6.5. Identify the author's purpose, perspective or potential bias and explain the impact on the reader's interpretation.

Writing

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.IW.6.2.A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

W.IW.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.IW.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.

W.IW.6.2.D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.

W.IW.6.2.E. Acknowledge and attempt a formal/academic style, approach, and form.

W.IW.6.2.F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

Speaking and Listening

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PE.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.PE.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.PE.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.PE.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

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

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

Language

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.SS.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.SS.6.1.B. Use intensive pronouns (e.g., myself, ourselves).

L.SS.6.1.C. Recognize and correct inappropriate shifts in pronoun number and person.

L.SS.6.1.D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L.SS.6.1.E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.

L.SS.6.1.F. Recognize spelling conventions.

L.KL.6.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.6.2.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.6.2.B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.KL.6.2.C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

L.KL.6.2.D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.6.3.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.VL.6.3.B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.

L.VL.6.3.C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

L.VL.6.3.D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.VL.6.3.E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

Companion Standards

9.2 Career Awareness

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.

9.4 Life Literacies and Key Skills

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4 Digital Citizenship

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

9.4 Information/Media Literacy

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4 Technology Literacy

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Social Studies/Science/Other

MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Reading Skills	Activities
Text Type: (fiction and nonfiction) 1 - 2 Extended Texts 4-8 shorter texts depending upon length and complexity	
• Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim • Use evidence from the text to make and check predictions when reading • Make personal connections, make connections to other texts, and/or make global connections when relevant • Gather evidence from the text to support inferences or explicit meaning. • Read and analyze a variety of literary genres and informational texts • Closely examine the text's explicit content • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Reconstruct and understand the text segment's new meaning • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences	Evidence Hunt Materials: 1. Copies of a short story or informational text 2. Highlighters 3. Sticky notes Directions: 1. Read the assigned text closely. 2. Highlight textual evidence that supports the main ideas and inferences. 3. Use sticky notes to mark and label key pieces of evidence. 4. Discuss with a partner how the evidence supports various claims made in the text. Theme Detective Materials: 1. Copies of a short story or poem 2. Graphic organizer (for theme identification) 3. Markers or colored pencils Directions: 1. Read the assigned text. 2. Use the graphic organizer to identify the theme of the text, providing evidence from the beginning, middle, and end. 3. Illustrate key details that support the theme using markers or colored pencils. 4. Share and compare findings with a small group. Plot Breakdown Materials: 1. Copies of a short story or novel chapter 2. Plot diagram template

- Correctly cite evidence from the text
- Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text
- Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text
- Summarize texts by evaluating key details in which the central idea or theme is located
- Distinguish key (thematic) details from all other details
- Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)
- Distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment
- Explain the parts of a plot; provide a summary of each part
- Observe and analyze how story characters and plot interact and develop throughout a given text
- Read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways
- Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits

3. Pens or pencils

Directions:

1. Read the text and use the plot diagram template to identify and label the exposition, rising action, climax, falling action, and resolution.
2. Describe how characters and events interact and develop in each section.
3. Write a brief summary of each part of the plot.
4. Discuss the plot with a classmate and reflect on how the setting and events impact the characters.

Text Structure Analysis

Materials:

1. Copies of an informational article or brochure
2. Text structure chart
3. Scissors and glue sticks

Directions:

1. Read the informational text and identify its structure (e.g., cause-effect, problem-solution).
2. Use the text structure chart to categorize sections of the text.
3. Cut out and paste pieces of the text to match the structure on the chart.
4. Discuss how the structure helps in understanding the key ideas and details.

Perspective Exploration

Materials:

1. Copies of a short story or article
2. Perspective comparison chart
3. Pens or pencils

Directions:

1. Read the text and identify the author's perspective or bias.
2. Use the perspective comparison chart to note how this perspective influences the reader's interpretation.
3. Write a brief reflection on how the text would change if told from a different point of view.
4. Share reflections with a partner and discuss differences.

- Use a note taking structure to track key individuals, events, and/or ideas in informational texts.
- Identify the structure of a text
- Distinguish between different text structures
- Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
- Analyze an author's method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method)
- Analyze how the text structure affects the relationships between individuals, ideas, or events.
- Analyze a writer's style and presentation
- Determine the relationship between individuals, ideas, or events
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)
- Provide an analysis of the impact of specific word choice on meaning and/or tone
- Analyze why the author made a specific word choice
- Analyze the impact of the word choice on the reader
- Evaluate the effectiveness of the author's word choice
- Identify poetic devices used in text

Vocabulary in Context

Materials:

1. Copies of a short story or article with highlighted unknown words
2. Dictionary or digital reference tool
3. Vocabulary worksheet

Directions:

1. Read the text and highlight unknown or challenging words.
2. Use a dictionary or digital reference tool to find the meanings, pronunciations, and parts of speech for these words.
3. Complete the vocabulary worksheet by writing the definitions, using the words in sentences, and noting their context.
4. Share and compare findings with the class.

- Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text
- Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope
- Recognize how form relates to function and how a part relates to a whole
- Distinguish between different text structures
- Identify part to whole and whole to part relationships
- Observe how the individual components of the text add to the development of the theme, setting, and plot
- Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text
- Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader
- Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.)
- Identify various points of view
- Determine how the author develops the point-of-view of the narrator or speaker in the text
- Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader

• Determine how the author’s word choice helps develop the narrator or speaker’s point of view • Evaluate the effectiveness of the author’s choice in point of view • Determine difficulties in comprehending and making meaning • Apply appropriate strategies in order to increase comprehension when encountering text • Encounter appropriate texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life • Make an increasing number of connections among ideas and between texts • Use scaffolding when necessary	
Writing Skills	Activities
Writing Genre: Research Informative and Explanatory Routine Writing	
• Introduce a topic • Compose a well-developed thesis statement • Select appropriate text structures and text features for clarity	Topic Introduction and Thesis Statement Workshop Materials: 1. Handouts on topic introduction and thesis statement 2. Sample essays with different thesis statements 3. Writing prompts 4. Paper and pens Directions:

- Include formatting, graphics, and multimedia when useful to aid comprehension
- Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic
- Cite information correctly by following the proper format
- Transition between ideas and concepts using appropriate words and phrases
- Select specific vocabulary to inform about or explain the topic
- Consistently use a formal style
- Write a conclusion to bring all ideas to a close
- Identify defining characteristics of different genres of writing
- Unpack a writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice
- Create a tone that is appropriate for one's audience
- Revise and edit intentionally to improve writing
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists

1. Review the handouts on introducing a topic and composing a thesis statement.
2. Analyze sample essays to identify strong and weak thesis statements.
3. Choose a writing prompt and draft an introduction with a clear, well-developed thesis statement.
4. Share introductions with a partner and provide feedback on the clarity and focus of the thesis.

Multimedia Research Presentation

Materials:

1. Computers or tablets with internet access
2. Presentation software (e.g., Google Slides, PowerPoint)
3. Research note-taking sheets
4. Projector or smart board

Directions:

1. Conduct research on a chosen topic, using multiple sources (articles, videos, infographics).
2. Compile information, noting relevant facts, definitions, and examples.
3. Create a presentation incorporating text structures, graphics, and multimedia to aid comprehension.
4. Present findings to the class, ensuring to cite sources correctly and use appropriate transitions.

Writing Process Review

Materials:

1. Writing checklists for editing and revising
2. Peer review sheets
3. Computers with word processing software

Directions:

1. Write a draft on a given topic, ensuring to include a clear thesis, appropriate text structures, and relevant details.
2. Exchange drafts with a partner and use the peer review sheets to provide feedback on organization, language, and evidence.
3. Revise your draft based on the feedback received, focusing on editing for clarity and style.
4. Submit the revised draft for a final review, highlighting changes made

- Distinguish between editing and revising
- Use technological resources to enhance writing
- Give and receive feedback using technology
- Seek out authentic publishing opportunities
- Use tools including blogs and wikis, to develop writing and communicate with students in their classes
- Type a minimum of three pages in a single sitting
- Use keyboarding skills to make typing more efficient
- Type three pages in an appropriate amount of time
- Explore inquiry topics through short research projects
- Research and synthesize information from several sources
- Conduct research and synthesize multiple sources of information
- Compile a list of sources to use for a project
- Refocus the intent of the research when appropriate
- Use search terms effectively
- Assess the credibility and accuracy of each source
- Select direct and indirect quotations that relate to the topic as evidence
- Explain quotations used as support to enhance meaning

during the revision process.

Compare and Contrast Essay Practice

Materials:

1. Compare and contrast essay outline
2. Sample essays
3. Paper and pens

Directions:

1. Review the compare and contrast essay outline and sample essays.
2. Choose two related topics or texts and brainstorm similarities and differences.
3. Write a compare and contrast essay using the outline, incorporating specific language and transitions to organize ideas.
4. Share essays with a classmate and discuss the effectiveness of the organization and clarity of the comparison.

Inquiry Project Research

Materials:

1. Research project guidelines
2. Access to libraries or online databases
3. Note-taking sheets
4. Citation guides

Directions:

1. Choose an inquiry topic and develop a research question.
2. Conduct research using multiple sources, taking notes on key information and evaluating source credibility.
3. Compile a list of sources and create an annotated bibliography with brief explanations of each source's relevance.
4. Write a research report synthesizing the gathered information, including direct and indirect quotations and proper citations.

Writing Reflections and Journals

Materials:

1. Journals or digital writing platforms
2. Reflection prompts
3. Writing tools

- Cite direct and indirect quotations
- Identify examples of plagiarism in writing
- Avoid plagiarism in writing
- Follow typing appropriate typing format and conventions
- Write a clear thesis statement
- Identify evidence that supports claims in literary analysis
- Incorporate evidence into written pieces, using introductory phrases and transitions
- Logically connect evidence to claims in writing
- Select direct and indirect quotations that relate to the topic as evidence
- Cite in-text direct and indirect quotations appropriately
- Explain quotations used as support to enhance meaning
- Provide adequate supporting details for each main idea in writing
- Use and maintain a formal style in writing
- Choose specific language to explain a topic
- Write a concluding statement/section that follows from and supports analysis
- Revise and edit the written piece for improvement

Directions:

1. Reflect on a recent writing project or activity using the provided prompts.
2. Write a journal entry explaining your decision-making process, the challenges you faced, and how you addressed them.
3. Share your reflections with a partner and discuss how reflecting on your writing process can improve future work.

• Apply a specific organizational strategy to a compare-contrast essay • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain purposeful decisions made while writing • Respond to a wide-variety of topics for an array of purposes and audiences • Produce written reflections	
Speaking and Listening Skills	Activities
Task type: Socratic Seminars and Debates	
• Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group and individual roles	Text Exploration and Discussion Preparation Materials: 1. Copies of the required texts 2. Discussion preparation worksheets 3. Highlighters and sticky notes Directions: 1. Read the assigned texts thoroughly before the discussion session. 2. Use highlighters and sticky notes to mark key passages, notable details, and any questions or connections you have. 3. Complete the discussion preparation worksheet by noting your main points, questions, and any background knowledge you plan to bring into the discussion. 4. Participate in the discussion by sharing your prepared points, responding to others, and making connections to broader themes.

- Model appropriate behavior during discussions
- Craft and respond to specific questions based on the topic or text, elaborating when necessary
- Reflect on and paraphrase what was discussed
- Summarize the ideas expressed
- Interpret and evaluate information presented in diverse media and formats
- Explain how each medium shapes or influences the audience's perception and understanding of the information presented
- Evaluate the effectiveness of the chosen format for presenting the information
- Observe how various mediums appeal to one or more senses with varying levels of intensity
- Compare the reading of a speech to watching a video of the speech
- Utilize skills that are common to the language production domain of writing
- Organize ideas in a logical, sequential order
- Present information using sound, detailed, and relevant evidence in a coherent manner
- Use appropriate eye contact, adequate volume, and clear pronunciation
- Incorporate multimedia and visual displays into presentations to add clarity to their content

Role-Playing Discussion Protocols

Materials:

1. Discussion role cards (e.g., Discussion Leader, Note-Taker, Timekeeper)
2. Guidelines for discussion roles
3. Timer

Directions:

1. Assign each student a role for the discussion (e.g., Discussion Leader, Note-Taker).
2. Review the guidelines for each role and discuss the responsibilities.
3. Conduct a structured discussion where each student performs their assigned role, focusing on crafting and responding to specific questions.
4. After the discussion, have students reflect on their roles and how effectively they adhered to the guidelines.

Multimedia Presentation Creation

Materials:

1. Computers or tablets with presentation software (e.g., Google Slides, PowerPoint)
2. Access to multimedia resources (e.g., images, music, videos)
3. Projector or smart board

Directions:

1. Choose a topic related to a recent reading or research project.
2. Create a multimedia presentation incorporating text, images, graphs, and music or sound effects to enhance understanding and engagement.
3. Practice presenting the information using appropriate eye contact, volume, and pronunciation.
4. Present your project to the class, ensuring to explain how each medium influences the audience's perception and understanding.

Comparing Text Formats

Materials:

1. Copies of a speech transcript
2. Video of the same speech

- Incorporate posters outlining charts/graphs to clarify information and captivate their audience
- Incorporate music and/or sound effects into their presentation to bring the information “to life” and allow for greater engagement with the audience
- Incorporate technology to enhance the presentation
- Orally present information, using appropriate speech, in a variety of situations
- Manipulate the speech based upon context

3. Worksheet for comparison

Directions:

1. Read the transcript of the speech and watch the video of the same speech.
2. Complete a worksheet comparing the reading and viewing experiences, focusing on how each format affects the understanding of the speech.
3. Discuss the effectiveness of each format and how the mediums influenced the audience’s perception.
4. Share your observations with the class, highlighting key differences and similarities.

Poster and Chart Presentation

Materials:

1. Poster boards or large paper
2. Markers, charts, and graph paper
3. Computers with design software (optional)

Directions:

1. Create a poster that includes charts, graphs, and relevant information from a recent research project or text.
2. Incorporate visual displays and optional music/sound effects to enhance the presentation.
3. Present your poster to the class, explaining how the visual elements clarify and captivate the information.
4. Reflect on the effectiveness of the poster and multimedia elements in engaging the audience.

Technology-Enhanced Speech Presentation

Materials:

1. Computers or tablets with presentation software
2. Access to multimedia elements (images, videos, sound effects)
3. Microphone (optional)

Directions:

1. Prepare a speech on a given topic, incorporating multimedia elements to enhance your presentation.
2. Use technology to include visual aids, sound effects, or music as

	appropriate. - Practice delivering your speech with appropriate volume, eye contact, and clear pronunciation. - Present your speech to the class, focusing on how the technology enhances the presentation and engages the audience.
Language Skills	
- Revise grammatical errors in writing - Perform peer reviews of writing to identify and correct grammatical errors - Identify and use strategies to revise writing - Define and identify nonrestrictive/parenthetical elements in writing - Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements - Apply common rules and patterns to spell words correctly - Identify various sentence patterns - Incorporate various sentence patterns to create style and voice - Use a consistent style and tone when writing or speaking - Use a word's position in a sentence as a clue to the meaning of a word - Use a combination of context clues, structural clues, and the word's position in the sentence to determine the	Revise and Shine Materials: - Writing samples with intentional grammatical errors - Editing checklist - Pens or markers Directions: - Review the provided writing samples, which contain common grammatical errors. - Use the editing checklist to identify and correct these errors. - Rewrite the corrected text, paying attention to grammar, punctuation, and spelling. - Share your revised text with a peer for additional feedback. Peer Review Workshop Materials: - Peer review forms - Pens or markers - Writing samples (students' own drafts) Directions: - Exchange writing drafts with a peer. - Use the peer review form to identify grammatical errors, areas for improvement, and effective elements. - Provide constructive feedback on how to revise the writing for clarity and correctness. - Revise your own draft based on the feedback received and review

meaning of an unknown word or phrase

- Determine the meaning of commonly used prefixes and suffixes
- Separate a base word from the prefix or suffix
- Use the definition of known prefixes and suffixes to define new words
- Identify root words in unknown words
- Use known root words to aid in defining unknown words
- Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
- Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech.
- Use reference materials to check the inferred meaning of words
- Understand and apply conversational, academic, and domain specific vocabulary
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level
- Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
- Acquire and use accurately grade appropriate general academic and domain specific words and

your peer's revised draft.

Punctuation Parade

Materials:

1. Sentences with missing or incorrect punctuation
2. Punctuation guide
3. Pencils or pens

Directions:

1. Review sentences that are missing or incorrectly using punctuation for nonrestrictive/parenthetical elements.
2. Refer to the punctuation guide to determine the correct punctuation needed.
3. Correct the sentences by adding or fixing the punctuation.
4. Discuss the changes with a partner and explain why the punctuation is necessary.

Prefix and Suffix Detective

Materials:

1. Word lists with prefixes and suffixes
2. Prefix and suffix reference charts
3. Worksheets for separating base words from affixes

Directions:

1. Review a list of words that include prefixes and suffixes.
2. Use the reference charts to separate each word into its base word, prefix, and suffix.
3. Determine the meaning of each word by analyzing the affixes and base word.
4. Share findings with a partner and create new words using different prefixes and suffixes.

Root Word Explorer

Materials:

1. Word lists with common root words
2. Dictionary or thesaurus
3. Worksheets for root word identification

Directions:

phrases • Dissect assignments and determine the key processes required	1. Review a list of words that contain common root words. 2. Use a dictionary or thesaurus to identify the root words in each complex word. 3. Determine the meaning of the complex words by understanding their root words. 4. Complete a worksheet identifying and defining new words based on root words. Vocabulary Challenge Materials: 1. Vocabulary lists (academic and domain-specific) 2. Dictionary, glossary, or thesaurus 3. Vocabulary worksheets Directions: 1. Choose vocabulary words from a provided list. 2. Use a dictionary, glossary, or thesaurus to find the meaning, pronunciation, and part of speech for each word. 3. Write sentences using the new vocabulary words to demonstrate their meanings. 4. Share sentences with a peer and discuss the use of the words in context.
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Assessments

Formative Assessment List

- **Evidence Hunt Reflection:** Review students' highlighted texts and sticky notes to assess their ability to identify and cite textual evidence.
- **Theme Detective Graphic Organizer:** Evaluate the accuracy and completeness of students' graphic organizers in identifying and supporting themes.
- **Plot Diagram Completion:** Assess the students' plot diagrams and their ability to correctly label and summarize each part of the plot.
- **Text Structure Chart:** Check students' categorization of text sections and their understanding of text structures.
- **Perspective Exploration Reflection:** Review students' perspective comparisons and reflections on how different points of view affect interpretation.
- **Vocabulary Worksheet:** Assess students' ability to use dictionaries effectively and apply new vocabulary in context.
- **Topic Introduction and Thesis Statement Drafts:** Evaluate the clarity and development of students' thesis statements and their ability to introduce topics effectively.

- **Multimedia Research Presentation:** Assess students' use of multimedia and text structures in presentations, and their ability to cite sources and transition between ideas.
- **Peer Review Feedback:** Review feedback provided during peer review sessions to gauge students' understanding of editing and revising.
- **Compare and Contrast Essay Outlines:** Check students' outlines for completeness and organization in their compare and contrast essays.
- **Research Notes and Annotated Bibliography:** Evaluate students' research notes for relevance and accuracy, and their annotated bibliography for correct citation and explanation.
- **Writing Reflections and Journal Entries:** Assess students' reflections for insight into their writing process and ability to articulate decisions and challenges.
- **Discussion Preparation Worksheets:** Evaluate the completeness and relevance of students' preparation for discussions, including their use of textual evidence and connections.
- **Role-Playing Observations:** Assess students' adherence to discussion roles and their effectiveness in contributing to structured conversations.
- **Multimedia Presentation Drafts:** Review the incorporation of multimedia elements and organization in draft presentations.
- **Comparison Worksheets:** Check for thoroughness and insight in students' comparisons of text formats and their impact on understanding.
- **Poster and Chart Drafts:** Evaluate the clarity, relevance, and effectiveness of visual and multimedia elements in poster drafts.
- *Inside Out and Back Again* by Thanhha Lai
- **Revised Writing Samples:** Assess the effectiveness of grammatical error corrections and clarity improvements.
- **Peer Review Feedback:** Evaluate the quality of peer feedback and the accuracy of identified grammatical errors.
- **Punctuation Corrections:** Check the correctness of punctuation added or corrected in sentences.
- **Prefix and Suffix Worksheets:** Review the accuracy of separating base words from affixes and the application of meanings.
- **Root Word Identification:** Assess the ability to identify root words and define complex words.
- **Vocabulary Sentences:** Evaluate the use of vocabulary words in context and understanding of meanings.

Summative Assessment List

- **Literary Analysis Essay:** Write an essay analyzing a literary text, citing textual evidence to support claims about themes, characters, and plot structure.
- **Informational Text Report:** Create a report that includes an analysis of text structure, main ideas, and key details, with appropriate citations and summaries.
- **Comparative Analysis Presentation:** Prepare and deliver a presentation comparing the themes and structures of two different texts, including multimedia elements if applicable.
- **Vocabulary Quiz:** Complete a quiz on vocabulary words encountered throughout the unit, including definitions, usage, and context.
- **Formal Essay:** Write a well-developed essay on a given topic, including a clear thesis, appropriate text structures, and evidence, with proper citations and a formal style.
- **Research Project Report:** Complete a detailed research report on an inquiry topic, integrating multiple sources, using direct and indirect quotations, and properly citing information.
- **Compare and Contrast Essay:** Write a final compare and contrast essay that effectively uses specific language and transitions, following a

clear organizational strategy.

- **Multimedia Presentation:** Deliver a comprehensive presentation on a research topic, utilizing multimedia elements and text structures to enhance understanding, and accurately citing sources.
- **Final Multimedia Presentation:** Assess the use of multimedia, clarity of information, and overall presentation skills.
- **Formal Speech Presentation:** Evaluate the integration of multimedia elements, delivery, and effectiveness in engaging the audience.
- **Comparative Analysis Paper:** Assess students' ability to compare and analyze different text formats and their influence on understanding.
- **Poster and Presentation:** Review the final poster for clarity, visual appeal, and effectiveness in communicating information, as well as the accompanying presentation skills.
- **Final Revised Writing Piece:** Evaluate the overall improvement in grammar, punctuation, and clarity after multiple revisions.
- **Peer Review Summary Report:** Assess the thoroughness and quality of peer reviews and revisions based on feedback.
- **Punctuation Accuracy Test:** Check for correct application of punctuation rules in a variety of sentences.
- **Prefix and Suffix Quiz:** Test knowledge on prefixes, suffixes, and their meanings with new words.
- **Root Word Analysis Assignment:** Evaluate the ability to identify and define root words in complex words.
- **Vocabulary Usage Project:** Assess the effective use and understanding of academic and domain-specific vocabulary in written and oral presentations.

Resources

Mentor Texts

Literary Texts

- *Esperanza Rising* by Pam Muñoz Ryan
- *The Crossover* by Kwame Alexander
- *Inside Out and Back Again* by Thanhha Lai
- *The Watsons Go to Birmingham—1963* by Christopher Paul Curtis
- *Last Stop on Market Street* by Matt de la Peña
- *The Proudest Blue* by Ibtihaj Muhammad and S.K. Ali

Informational Texts

- *The Name Jar* by Yangsook Choi
- *A Long Walk to Water* by Linda Sue Park

Reading

- [Close In on Close Reading](#)
- [How To Close Reading Video](#)
- [Teaching Channel: Thinking Notes Strategy For Close Reading](#)
- [Common Core Reading Strategies Informational Text](#)
- [Writing Summary](#)
- [Summary-Non-Fiction Text](#)
- [YouTube Reading Lessons Middle School](#)
- [Common Core Strategies](#)

- [Teaching Reading](#)
- [Close Reading Model Lessons](#) • [Literary Analysis](#)
- [Teaching Theme](#)
- [Teaching Theme \(video\)](#)
- [Character Analysis](#)
- Teaching Vocabulary

Writing/Language

- [Evidence Based Arguments](#)
- [Writing Resources by Strand](#)
- [Argumentative Writing YouTube](#)
- [Writing Exemplars -
Argument/Opinion](#)
- [Personal Narrative](#)
- [PARCC Writing Resources](#)
- [Writing Exemplars by Grade Level and Aspects to Consider in Writing](#)
- [Thesis Writing](#)
- [Discussion, Planning and Questioning](#)
- [Grammar](#)
- [Purdue OWL Writing Lab](#)

- [Writing a Book Summary](#)

Speaking & Listening

- [Inquiry Based Learning \(Edutopia\)](#)
- [Engaging Students Using Discussion](#)
- [Strategies for Student Centered Discussion](#)
- [Socratic Seminar: ReadWriteThink](#)
- [Fishbowl Strategy](#)
- [Stems on Fostering Class Discussion](#)
- [Fishbowl Strategies: Teach Like This](#)
- [Accountable Talk](#)
- [AVID Socratic Seminar](#)

Critical Thinking

- [Levels of Thinking in Bloom's and Webb's Depth of Knowledge](#)
- [Cognitive Rigor Chart](#)
- [5 Strategies For Middle School Classrooms](#)
- [Spectrum of Standards by Grade; Breakdown of Standards and Sample Lessons](#)

Support/Accommodations for Students with IEPs -Follow all IEP modifications -Work in a small group -Solidify and refine concepts through repetition -Allow answers to be given orally or dictated -Use multi-sensory teaching approaches -Utilize assistive technology and materials -Use large print books, Braille, or books on CD (digital text) -Guided notes and/or scaffold outline for written assignments -Introduce key vocabulary before lesson -Work in a small group -Lesson taught again using a differentiated approach -Allow answers to be given orally or dictated -Use visuals / Anchor Charts -Leveled texts according to ability	Support/Accommodations for Students with 504 Plans -Follow all the 504 plan modifications -Text to speech/audio recorded selections -Amplification system as needed -Leveled texts according to ability -Fine motor skill stations embedded in rotation as needed -Modified or constrained spelling word lists -Provide anchor charts with high frequency words and phonemic patterns -Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners -Work toward longer passages as skills in English increase -Use visuals -Introduce/highlight key vocabulary before lesson -Teacher models reading aloud daily -Provide peer tutoring -Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers -Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students -Provide options, alternatives and choices to differentiate and broaden the curriculum -Organize and offer flexible small group learning activities -Provide whole group enrichment explorations -Teach cognitive and methodological skills -Use center, stations, or contracts -Organize integrated problem-solving simulations -Propose interest-based extension activities -Expose students to beyond level texts

Prepared by Julie Lang, MA

References

New Jersey Department of Education. (2024a). *New Jersey Department of Education*. English Language Arts.
<https://www.nj.gov/education/standards/ela/Index.shtml>