

Grade: 6	Course: ELA
Pacing Guide: 9 weeks	
Unit: 1 HMH Into Reading Modules 1-3 Writer's Workshop: Module 4 - Informational Text	Big Idea: Module 1: A genre focus on informational text provides students with opportunities to identify author's purpose, text and graphic features, text structure, and central idea in order to better understand unfamiliar texts. Module 2: A genre focus on narrative text provides students with opportunities to identify literary elements, theme, point of view, and figurative language in order to better understand unfamiliar texts. Module 3: A genre focus on informational text provides students with opportunities to identify text structure, literary elements, author's purpose, and text and graphic features in order to better understand unfamiliar texts Writer's Workshop: How to Write A Biography
Content Area NJSLs Performance Expectations Addressed	
Reading Domain: <ul style="list-style-type: none"> • 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., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot. • 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 in a text and explain the impact on the reader's interpretation.

Writing Domain:

- W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
 - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Acknowledge and attempt a formal/academic style, approach, and form.
 - F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
- W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
- W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Domain:

- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

Language Domain:

- L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - B. Use intensive pronouns (e.g., myself, ourselves).

- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

- L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
 - D. Maintain consistency in style and tone.
- L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
 - C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Interdisciplinary Connections

Health and Physical Education:

- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships

Computer Science and Design Thinking

- 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

Career Readiness, Life Literacies, and Key Skills

Technology Standards:

- 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.

21st Century Skills Standards:

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

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity, increase collaboration and communicate effectively.

Student Learning Objectives (SLO)

Students will be able to...

Reading Domain:

- 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 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
- 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
- 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

Writing Domain:

- 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
- 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
- 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
- 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

Speaking and Listening Domain:

- 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
- 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

Language Domain:

- 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
- 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

Academic Vocabulary

- Analyze, Question, Extract, Evidence, Predict, Connect, Inference, Paraphrase, Cite, Theme, Central, Graphic, Summarize, Evaluate, Characterize, Recur, Connotation, Impact, Poetic, Structure, Point of View, Effectiveness, Introduce, Thesis, Structure, Format, Multimedia
- Evidence, Transition, Style, Conclusion, Genre, Purpose, Audience, Precision, Voice, Tone, Revise, Edit, Feedback, Publishing, Inquiry, Research, Quotation, Plagiarism, Typing, Reflection, Prepare, Expand, Engage, Structure, Model, Craft, Elaborate, Reflect, Paraphrase, Summarize, Organize, Present, Pronunciation, Contextual, Pronoun, Case, Revision, Peer Review, Punctuation, Pattern, Clue, Context, Acquisition, Independence

Essential Questions

- How does an author's purpose influence the way a nonfiction text is written and the information it conveys to the reader?
- How do text and graphic features work together in nonfiction texts to enhance a reader's understanding of the topic?
- What elements of a text are helpful in identifying the central idea of a nonfiction text?

Enduring Understandings

- An author's purpose in a nonfiction text shapes the way information is presented, whether to inform, persuade, entertain, or explain.
- Understanding author's purpose helps readers better interpret the text's message and intention.

- How is understanding the central idea of a text important in understanding the author's overall message?
- What elements makes a story worth reading?
- How do the different elements of a story, like characters, setting, plot, and conflict, work together to create a central theme or message that the author wants to convey?
- How does conflict lead to change in character development, shifting traits characters have throughout a text?
- What important life lesson or message does the author convey through the characters and events of the story?
- How does the author's choice of narrator perspective influence our understanding of the story and its characters?
- Why do authors use figurative language in fiction texts?
- How does figurative language enhance the meaning and impact of a story?
- What events or traits within a character inspire the most amazing inventions?
- How does the way an informational text is structured (e.g., chronological order, compare/contrast, cause/effect) help the reader understand the main ideas and key points being presented?
- Why do authors use different text structures in informational texts, and how do these structures help readers understand the information?
- How do authors use text features like headings, visuals, and key vocabulary to effectively convey complex information and support their main ideas in informational texts?
- How do authors use literary elements in informational texts to engage readers and help them better understand the information?
- How do literary elements like character, setting, and plot help make narrative nonfiction engaging and help readers understand real events?
- How does the author use details and evidence to inform the reader about a specific topic?
- How does understanding an author's purpose help readers better interpret and evaluate informational texts?

- Text and graphic features in nonfiction texts, such as headings, captions, charts, and maps, work together to provide important information, organize content, and help readers better understand and retain key ideas.
- The central idea in a nonfiction text is the main point or message the author wants to communicate.
- Recognizing the central idea helps readers focus on the most important information and understand the purpose of the text.
- With grit, imagination, and help from others, individuals can achieve amazing things.
- Literary elements such as character, setting, plot, conflict, and theme work together to create meaningful stories and help readers connect with and understand the text.
- The theme of a fiction text is the underlying message or lesson the author wants to convey, and it can be discovered by analyzing characters, events, and conflicts in the story.
- Recognizing an author's theme of any given text reveals important messages or lessons about life, helping readers make connections to their own experiences and the world around them.
- Different points of view in fiction texts can change how a story is understood, offering new perspectives on characters, events, and themes.
- An author's unique perspective or point of view is shaped by their personal experiences, beliefs, and biases.
- Understanding an author's point of view is key to fully comprehending the author's intended message and motivations.
- Well-written stories contain characters and problems that can emotionally hook and interest readers.
- By recognizing the underlying organizational pattern (like chronological order, compare/contrast, cause/effect, problem/solution) within a non-fiction text, readers can better comprehend the information presented and make connections between key ideas

<ul style="list-style-type: none"> • Writer's Workshop: How can we use facts and storytelling to write a biography that captures the important events and achievements of a person's life? • Why is it important to cite sources when writing a biography? 	<ul style="list-style-type: none"> • Understanding and identifying text structure is an essential skill for navigating complex informational texts and effectively extracting key details. • By identifying key literary elements like text features, organizational patterns, evidence-based claims, and author's purpose, readers can analyze and interpret non-fiction texts critically. • Authors use literary elements such as character, setting, plot, and conflict in narrative nonfiction to tell true stories in an engaging and meaningful way. • Authors of informational texts primarily write to inform readers about a topic with the use of factual information, aiming to clearly explain and educate their audience with details and evidence, rather than persuade or entertain them. • When writing biographies, including impactful obstacles and how the person faced them is an important part of someone's life journey. • Clear and descriptive biographies include specific transition phrases to progress through key events, facts and details that support the central idea, and a meaningful conclusion to summarize the topic. • When writing a biography, citing sources used during research makes writing accurate and trustworthy.
<i>Core Instruction/Supplemental Materials</i>	<i>Assessments</i>
<ul style="list-style-type: none"> • Social Emotional Learning Lesson: use the informational article from Module 1 Week 1 to teach the Skill: Seeking Challenges with the text "The Road to Success" • Diversity, Equity and Inclusion Resources: use anchor text from Module 1 Week 1 text "Sometimes a Dream Needs a Push" by Walter Dean Myers • Amistad Law: use media resource from Module 1 Week 2 video documentary "The Queen of Chess" • Holocaust Law: use the anchor text from Module 1 Week 3 "Nine Young People Who Have Changed the World" 	Formative <ul style="list-style-type: none"> • Oral assessment • Exit tickets • Quizzes • Daily writing/journals • Small and whole group discussions • Self Reflections • Editing Checklists • R.A.C.E.R responses • Writing Rubrics from HMH Into Reading

- LGBTQ+/Disability Awareness: Module 2 Week 2 “All Summer in a Day” by Ray Bradburg
- HMH Into Reading Know It Show It workbook
- HMH Into Reading Student Reading book
- HMH Into Reading anchor charts
- HMH Into Reading graphic organizers
- HMH Into Reading Display and Engage cards
- HMH Into Reading Interactive Vocabulary activities
- HMH Writer’s Workshop Focal Text: The Circuit, by Francisco Jiménez
- iReady Student Learning Path and Assignments
- RazKids
- EPIC
- Kahoot
- Prodigy Vocabulary
- Quizziz
- BrainPop
- Blooket
- Flipgrid
- Padlet
- Teacher Created Materials
- [11 Tips on Teaching Common Core Critical Vocabulary | Edutopia](#)
- [How to Write a Character Analysis - eNotes.com](#)
- [Modeling Close Reading for Future Teachers: ELA Videos and Webinars | Edutopia](#)
- [How to Teach a Novel](#)
- [Common Core Close Reading Explained with Resources | Learning A-Z](#)
- [Youtube Reading Lessons middle school](#)
- [Common Core Literacy Close Reading Strategies with Informational Text](#)
- [How to do a Close Reading - TeachLikeThis](#)
- [Closing in on Close Reading](#)

- Graphic Organizers
- Class discussion
- Open-ended response questions & comprehension questions
- Teacher observation
- Classwork Practice
- Video logs

Summative

- Tests
- Skills assessment/Benchmarks
- Essays/Writing Assignments

Alternative

- Centers/activities/games
- Performance assessments
- Projects

- [How to Write a Great 6th Grade Book Summary | Mr. Curtis' Class](#)
- [Purdue OWL](#)
- [How to write a thesis for beginners](#)
- [New Meridian Resource Center](#)
- [In Common: Effective Writing for All Students Collection of All Argument/Opinion Samples. K](#)
- [How to Write a Good Argumentative Essay: Logical Structure](#)
- [Developing Evidence-Based Arguments from Texts | Read Write Think](#)
- [Fostering Student Questions: Strategies for Inquiry-Based Learning | Edutopia](#)
- [Socratic Seminars | Read Write Think](#)
- [We Retired This Resource | Facing History & Ourselves](#)
- [Rethinking Whole Class Discussion | Edutopia](#)
- [How to do a Fishbowl - TeachLikeThis](#)
- [How to use Accountable Talk - TeachLikeThis](#)
- [AVID Socratic Seminar](#)
- [LevelsofThinkinginBloom'sTaxonomyandWebb'sDepthofKnowledge](#)
- [Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom'](#)

Modifications/Differentiated Activities

Enrichment/Gifted and Talented

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:

- Extensive outside reading

Multilingual Learners

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities

Special Education

General Modifications:

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

Behavior Modifications:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalation strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

At Risk (Intervention)

- Maximize use of community resources
- Connect family to school and school activities
- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

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Pacing Guide: 9 weeks	
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<i>Content Area NJSLs Performance Expectations Addressed</i>	
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- 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.
- RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

Writing Domain:

- W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
 - A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
 - B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
 - C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
 - D. Establish and maintain a formal/academic style, approach, and form.
 - E. Provide a concluding statement or section that follows from the argument presented.
- W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
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- 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.
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Speaking and Listening Domain:

- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.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 Domain:

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

Interdisciplinary Connections

Health and Physical Education:

- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships

Computer Science and Design Thinking

- 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

Career Readiness, Life Literacies, and Key Skills

Technology Standards:

- 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.

21st Century Skills Standards:

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

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity, increase collaboration and communicate effectively.

Student Learning Objectives (SLO)

Students will be able to...

Reading Domain:

- 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
- 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
- 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
- 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 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
- 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 Domain:

- 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
- 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
- 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
- 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

Speaking and Listening Domain:

- 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 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

Language Domain:

- 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
- 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 academic and domain specific words and phrases

Academic Vocabulary

Connect, Inference, Global, Literary genres, Informational texts, Examine, Probe, Reconstruct, Cite, Central idea, Theme, Graphic features, Distinguish, Recurring, Character changes, Plot changes, Essential details, Nonessential details, Structure, Analyze development, Impact, Relationships, Word meaning, Tone, Word choice, Text structure, Author's style, Point of view, Perspectives, Compare, Contrast, Gain perspective, Interpret, Highlight, Evaluate data, Arguments, Claims, Supported, Unsupported, Compare presentations, Different lenses, Connections, Implications, Impact on reader, Introduce Claim(s), Thesis statement, Logical, Reasoning, Credible sources, Transitional words, Phrases, Formal style, Approach, Form, Genres, Text structure, Format, Precise language, Powerful language, Voice, Tone, Publishing, Blogs, Wikis, Research projects, Synthesize, Sources, Refocus, Search terms, Credibility, Accuracy, Quotations, Plagiarism, Evidence in literary analysis, Introductory phrases, Transitions, Supporting details, Clarity, Organizational strategy, Reflection, Expand, Structured conversations, Elaborate, Arguments, Claims, Reasoning, Speaker's argument, Unpack, Evaluate reasoning, Evaluate evidence, Organize ideas, Present information, Sound evidence, Relevant evidence, Coherent manner, Pronunciation, Contextual speech, Intensive pronouns, Grammar, Peer review, Grammatical errors, Nonrestrictive/parenthetical elements, Sentence patterns, Style, Word position, Context clues, Structural clues, Reference materials, Academic vocabulary, Domain-specific vocabulary, Independence, Comprehension, Expression

Essential Questions

Enduring Understandings

- How can key events of a journey be more important to the theme than the destination?
- How do the key elements of a story, like characters, setting, plot, and conflict, work together to create meaning and impact the reader?
- How does an author's use of figurative language, like similes, metaphors, and personification, impact the reader's understanding of the story's mood, characters, and setting?
- How does the perspective of the narrator (who is telling the story) affect the way we understand the events and characters in a story?
- How does an author use specific literary devices and techniques like dialogue, description, and point of view to develop characters and create a compelling story?
- When facing conflict, what intrinsic character traits help us survive tough times?
- How can you identify the key message or main point an author is trying to convey in an informational text?
- What details presented throughout an informational passage support the central idea?
- How does an author's choice of text structure help the reader understand and navigate the information presented in a nonfiction text?
- How do authors strategically use text features like headings, diagrams, and captions to help readers understand and navigate complex information within a non-fiction text?
- When facing the unknown, what intrinsic and extrinsic traits do characters need to meet such a challenge?
- How does an author use evidence and persuasive language to clearly convey their opinion on a topic?
- How does an author's point of view and chosen evidence influence their opinion and attempt to persuade the reader?
- How do author's effectively convince others to agree with their opinion by providing strong reasons and relevant evidence?
- How does an author strategically use language, evidence, and persuasive techniques to effectively convey their opinion and convince the reader to agree with their viewpoint?

- By analyzing the key components of a story, like plot, characters, setting, conflict, point of view, and theme, readers can gain a deeper understanding of the author's message and the overall impact of the narrative.
- Through the use of comparisons like similes, metaphors, and personification to create vivid imagery, author's evoke emotions, and deepen the reader's understanding of characters and situations by going beyond literal meaning.
- Figurative language allows readers to connect with the story on a richer level by visualizing and feeling the story elements more intensely.
- The perspective from which a story is told, whether through first-person, second-person, or third-person narration, significantly impacts how the reader experiences the events and characters.
- Identifying a narrative's point of view, shapes a reader's understanding of the story's meaning and themes.
- By analyzing the narrator's perspective, readers can gain deeper insights into the characters' motivations and the author's intended message.
- Writers intentionally use specific techniques like word choice, imagery, dialogue, and plot structure to create a vivid experience for the reader, engaging the reader through the story's characters and events.
- The key to understanding a nonfiction passage is to identify the main point or overarching message the author is trying to convey, which can be found by analyzing supporting details throughout the text.
- How do authors use specific writing techniques like text structure, evidence, and word choice to clearly convey information and persuade the reader in an informational text?
- Recognizing how authors organize information within a text, such as through sequence, cause and effect, compare and contrast, or problem-solution, allow readers to comprehend the key ideas and relationships between details in informational texts.

<ul style="list-style-type: none"> ● Writer's Workshop: Which invention or technological innovation is the most important in your daily life? ● How can writers clearly express opinions and support them with strong reasons and evidence to persuade readers? ● How can writers use reasons and evidence to effectively support their opinions and convince others? 	<ul style="list-style-type: none"> ● Understanding the structure of a text is crucial to fully grasp the author's intended message and navigate complex information effectively. ● Text and graphic features, such as headings, captions, charts, and diagrams, help readers locate information, understand key ideas, and better comprehend informational texts. ● The strength of the central idea in an opinion text is dependent upon the validity and depth of the evidence as well as the persuasiveness of the language used by the author. ● When reading opinion texts, identifying an author's use of logical reasons, relevant evidence, and explanations lead readers to understanding the author's clear central idea. ● A strong opinion piece clearly states the author's viewpoint on a topic, providing well-reasoned arguments and supporting evidence to persuade the reader to agree with their perspective. ● An author's point of view or opinion on a topic significantly influences how information is presented in a text. ● Authors use specific word choices, tone, structure, and persuasive techniques to strengthen their opinions and influence the reader's thinking. ● A well-informed opinion is formed by considering multiple perspectives, evaluating evidence, and clearly articulating a personal viewpoint, while recognizing the distinction between fact and opinion. ● Writers understand that a well-crafted opinion essay clearly states an opinion, provides strong reasons and evidence to support it, and uses an organized structure to effectively communicate their ideas to the reader.
Core Instruction/Supplemental Materials	Assessments
<ul style="list-style-type: none"> ● Social Emotional Learning Lesson: use anchor text from Module 4 Week 1 Skill: Growth Mindset from the text "The Wanderer" by 	Formative <ul style="list-style-type: none"> ● Oral assessment

Sharon Creech

- Diversity, Equity and Inclusion Resources: use anchor text from Module 4 Week 2 text “Sacajawea” by Joseph Bruchac
- Amistad Law: use teacher read aloud text from Module 5 Week 1 text “Bud, Not Buddy” by Christopher Paul Curtis
- HMH Into Reading Know It Show It workbook
- HMH Into Reading Student Reading book
- HMH Into Reading anchor charts
- HMH Into Reading graphic organizers
- HMH Into Reading Display and Engage cards
- HMH Into Reading Interactive Vocabulary activities
- HMH Writer’s Workshop Focal Text: “Toilets, Toasters, and Telephones: The How and Why of Everyday Objects,” by Susan Goldman Rubin
- iReady Student Learning Path and Assignments
- RazKids
- EPIC
- Kahoot
- Prodigy Vocabulary
- Quizziz
- BrainPop
- Blooket
- Flipgrid
- Padlet
- Teacher Created Materials
- [11 Tips on Teaching Common Core Critical Vocabulary | Edutopia](#)
- [How to Write a Character Analysis - eNotes.com](#)
- [Modeling Close Reading for Future Teachers: ELA Videos and Webinars | Edutopia](#)
- [How to Teach a Novel](#)
- [Common Core Close Reading Explained with Resources | Learning A-Z](#)
- [Youtube Reading Lessons middle school](#)

- Exit tickets
- Quizzes
- Daily writing/journals
- Small and whole group discussions
- Self Reflections
- Editing Checklists
- R.A.C.E.R responses
- Writing Rubrics from HMH Into Reading
- Graphic Organizers
- Class discussion
- Open-ended response questions & comprehension questions
- Teacher observation
- Classwork Practice
- Video logs

Summative

- Tests
- Skills assessment/Benchmarks
- Essays/Writing Assignments

Alternative

- Centers/activities/games
- Performance assessments
- Projects

- [Common Core Literacy Close Reading Strategies with Informational Text](#)
- [How to do a Close Reading - TeachLikeThis](#)
- [Closing in on Close Reading](#)
- [How to Write a Great 6th Grade Book Summary | Mr. Curtis' Class](#)
- [Purdue OWL](#)
- [How to write a thesis for beginners](#)
- [New Meridian Resource Center](#)
- [In Common: Effective Writing for All Students Collection of All Argument/Opinion Samples, K](#)
- [How to Write a Good Argumentative Essay: Logical Structure](#)
- [Developing Evidence-Based Arguments from Texts | Read Write Think](#)
- [Fostering Student Questions: Strategies for Inquiry-Based Learning | Edutopia](#)
- [Socratic Seminars | Read Write Think](#)
- [We Retired This Resource | Facing History & Ourselves](#)
- [Rethinking Whole Class Discussion | Edutopia](#)
- [How to do a Fishbowl - TeachLikeThis](#)
- [How to use Accountable Talk - TeachLikeThis](#)
- [AVID Socratic Seminar](#)
- [LevelsofThinkinginBloom'sTaxonomyandWebb'sDepthofKnowledge](#)
- [Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom'](#)

Modifications/Differentiated Activities

Enrichment/Gifted and Talented

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.

Multilingual Learners

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often

<ul style="list-style-type: none"> • Flexible groupings of students to facilitate differentiated instruction and curriculum. <p>Learning Environments:</p> <ul style="list-style-type: none"> • Extensive outside reading • Active classroom discussion • Innovative oral and written presentations • Deductive and inductive reasoning • Independent writing and research • Divergent thinking • Challenging problem solving situations • Interactive, independent and interdisciplinary activities 	<ul style="list-style-type: none"> • Use lower level materials when appropriate
<p>Special Education</p> <p>General Modifications:</p> <ul style="list-style-type: none"> • Allow outlining, instead of writing for an essay or major project • Computerized spell-check support • Word bank of choices for answers to test questions • Provision of calculator and/or number line for math tests • Film or video supplements in place of reading text • Reworded questions in simpler language • Projects instead of written reports • Highlighting important words or phrases in reading assignments • Modified workload or length of assignments/tests • Modified time demands • Pass/no pass option • Modified grades based on IEP <p>Behavior Modifications:</p> <ul style="list-style-type: none"> • Breaks between tasks • Cue expected behavior • Daily feedback to student • Use de-escalation strategies • Use positive reinforcement • Use proximity/touch control • Use peer supports and mentoring • Model expected behavior by adults • Have parent sign homework/behavior chart 	<p>At Risk (Intervention)</p> <ul style="list-style-type: none"> • Maximize use of community resources • Connect family to school and school activities • Support through transition • Help develop compensating strategies • Increase opportunity for positive peer group influences • Supplemental courses • Placement in small and interactive groups

- Set and post class rules
- Chart progress and maintain data

Grade: 6

Course: ELA

Pacing Guide: 9 weeks

Unit: 3 HMH Modules 7-9
Writer's Workshop: Module 1 Narratives

Big Idea:
Module 7: A genre focus on informational text provides students with opportunities to identify central ideas, text structure, author's craft, and ideas and support in order to better understand unfamiliar texts.
Module 8: A genre focus on opinion text provides students with opportunities to identify central ideas, claims, and ideas and support in order to better understand unfamiliar texts.
Module 9: A genre focus on narrative text provides students with opportunities to identify central ideas, text and graphic features, text structures, literary elements, and ideas and support in order to better understand unfamiliar texts.
Writer's Workshop: How to Write a Personal Narrative

Content Area NJSLS Performance Expectations Addressed

Reading Domain:

- RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- 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. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
- RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
- RL.PP.6.5. 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 in a text 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.
- RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

Writing Domain:

- W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
- W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Domain:

- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
- SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Domain:

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

Interdisciplinary Connections

Health and Physical Education:

- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships

Computer Science and Design Thinking

- 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

Career Readiness, Life Literacies, and Key Skills

Technology Standards:

- 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.

21st Century Standards:

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

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity, increase collaboration and communicate effectively.

Student Learning Objectives (SLO)

Students will be able to...

Reading Domain:

- 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, 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
- 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
- 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 Domain:

- 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

- 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
- 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
- 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 Domain:

- 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
- 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
- Orally present information, using appropriate speech, in a variety of situations
- Manipulate the speech based upon context

Language Domain:

- Recognize and correct inappropriate shifts in pronoun number and person
- 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
- 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

Academic Vocabulary

Predictions, Personal connections, Global connections, Explicit content, Multiple meanings, New meaning, Correctly cite, Key details, Summarize texts, Thematic details, Recurring ideas, Impact on reader, Multimedia impact, Persona

Essential Questions

- How can you identify the key message or main point an author is trying to convey in an informational text?
- How are details used to support that central idea?
- How does the way an author organizes information in a text help readers understand and follow the main ideas?
- How does an author's choice of words, facts, and organizational structure in an informational text help the reader understand and remember key ideas?

Enduring Understandings

- Identifying the central idea and analyzing how supporting details develop it helps readers better understand and learn from informational texts.
- By recognizing how authors organize information within a text, using patterns like chronological order, compare-and-contrast, cause-and-effect, or problem-solution, readers can better comprehend the key points and relationships between ideas, leading to deeper understanding of the content.

- How can readers determine the central idea of an opinion text and understand how the author's reasons and evidence support it?
- How can an author effectively support their opinion with strong evidence to convince the reader of their viewpoint?
- How do the characters' actions and experiences in a story reveal the main message or theme that the author is trying to convey?
- How do the characters, setting, and events in a fiction text help readers discover its central idea?
- How do visual elements like illustrations and formatting within a fictional story enhance the reader's understanding of the plot, characters, and setting?
- How does the way an author organizes the events in a story (plot structure) impact our understanding of the characters and the overall theme?
- How do an author's choices regarding character development, setting, plot, and conflict work together to create a story's overall meaning and impact on the reader?
- Writer's Workshop: How can I tell a personal narrative centered around the theme of when a mistake lead to something good?
- How can using dialogue in a personal narrative bring a story to life by revealing characters' personalities, emotions, and key moments in a story?
- How can we use our experiences, descriptive details, and clear organization to write a personal narrative that engages and connects with readers?

- Authors strategically use specific techniques like text structure, precise vocabulary, and supporting evidence to effectively convey complex information and engage readers in understanding a topic.
- Understanding how an author organizes and presents information is key to comprehending non-fiction texts.
- A central idea in an informational text is effectively conveyed through a combination of key details, facts, examples, and evidence, which work together to explain and support the main point the author is trying to communicate.
- A strong opinion piece effectively conveys a clear, personal viewpoint supported by logical reasons and evidence, aiming to persuade the reader to consider the author's perspective.
- The central idea of a story is the overarching message or theme that the author wants the reader to understand, often revealed through the characters' actions, conflicts, and overall plot development
- Visual elements within a fictional story can significantly enhance understanding by providing context, developing character traits, and amplifying the overall mood or theme, allowing readers to engage more deeply with the narrative.
- By identifying the key plot points like exposition, rising action, climax, falling action, and resolution within a narrative, readers can deeply comprehend the story's development and the author's intended message.
- Understanding the "skeleton" of a story helps readers navigate its complexities and extract meaning effectively.
- By analyzing the interconnected elements of plot, character, setting, conflict, point-of-view, and theme within a story, readers can gain a deeper understanding of the author's message and the overall meaning of the text.
- Writers understand that personal narratives use real experiences, vivid details, and a clear structure to tell a meaningful story that engages and connects with readers.
- By incorporating realistic and impactful dialogue, writers can bring depth and authenticity to their stories.

	<ul style="list-style-type: none"> The use of dialogue in stories reveals character traits, emotions, and key moments in a personal experience, allowing the audience to feel more connected to the narrative through the voices of the characters involved.
Core Instruction/Supplemental Materials	Assessments
<ul style="list-style-type: none"> Social Emotional Learning Lesson: use anchor text from Module 9 Week 1 to teach the skill: Problem Solving with the text “Secrets of Mummies” LGBTQ+/Disability Awareness: use anchor text from Module 8 Week 1 “Babe Didrikson Zaharias: The Making of a Champion” by Russell Freedman HMH Into Reading Know It Show It workbook HMH Into Reading Student Reading book HMH Into Reading anchor charts HMH Into Reading graphic organizers HMH Into Reading Display and Engage cards HMH Into Reading Interactive Vocabulary activities HMH Writer’s Workshop Focal Text: “Isabella for Real,” by Maggie Palatini; Illustrated by LeUyen Pham iReady Student Learning Path and Assignments RazKids EPIC Kahoot Prodigy Vocabulary Quizziz BrainPop Blooket Flipgrid Padlet Teacher Created Materials 11 Tips on Teaching Common Core Critical Vocabulary Edutopia 	<p>Formative</p> <ul style="list-style-type: none"> Oral assessment Exit tickets Quizzes Daily writing/journals Small and whole group discussions Self Reflections Editing Checklists R.A.C.E.R responses Writing Rubrics from HMH Into Reading Graphic Organizers Class discussion Open-ended response questions & comprehension questions Teacher observation Classwork Practice Video logs <p>Summative</p> <ul style="list-style-type: none"> Tests Skills assessment/Benchmarks Essays/Writing Assignments <p>Alternative</p> <ul style="list-style-type: none"> Centers/activities/games Performance assessments Projects

- [How to Write a Character Analysis - eNotes.com](#)
- [Modeling Close Reading for Future Teachers: ELA Videos and Webinars | Edutopia](#)
- [How to Teach a Novel](#)
- [Common Core Close Reading Explained with Resources | Learning A-Z](#)
- [Youtube Reading Lessons middle school](#)
- [Common Core Literacy Close Reading Strategies with Informational Text](#)
- [How to do a Close Reading - TeachLikeThis](#)
- [Closing in on Close Reading](#)
- [How to Write a Great 6th Grade Book Summary | Mr. Curtis' Class](#)
- [Purdue OWL](#)
- [How to write a thesis for beginners](#)
- [New Meridian Resource Center](#)
- [In Common: Effective Writing for All Students Collection of All Argument/Opinion Samples. K](#)
- [How to Write a Good Argumentative Essay: Logical Structure](#)
- [Developing Evidence-Based Arguments from Texts | Read Write Think](#)
- [Fostering Student Questions: Strategies for Inquiry-Based Learning | Edutopia](#)
- [Socratic Seminars | Read Write Think](#)
- [We Retired This Resource | Facing History & Ourselves](#)
- [Rethinking Whole Class Discussion | Edutopia](#)
- [How to do a Fishbowl - TeachLikeThis](#)
- [How to use Accountable Talk - TeachLikeThis](#)
- [AVID Socratic Seminar](#)
- [LevelsofThinkinginBloom'sTaxonomyandWebb'sDepthofKnowledge](#)
- [Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom'](#)

Modifications/Differentiated Activities

Enrichment/Gifted and Talented

- Differentiated curriculum for the gifted learner.

Multilingual Learners

- Alternate Responses

<ul style="list-style-type: none"> • Regular classroom curricula and instruction that is adapted, modified, or replaced. • Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials. • Integrated G&T programming into the general education school day. • Flexible groupings of students to facilitate differentiated instruction and curriculum. <p>Learning Environments:</p> <ul style="list-style-type: none"> • Extensive outside reading • Active classroom discussion • Innovative oral and written presentations • Deductive and inductive reasoning • Independent writing and research • Divergent thinking • Challenging problem solving situations • Interactive, independent and interdisciplinary activities 	<ul style="list-style-type: none"> • Notes in Advance • Extended Time • Simplified Instruction (written and verbal) • Online Dictionary • Use lots of visuals • Use physical activity; model, role-play • Repeat/Rephrase often • Use lower level materials when appropriate
<p>Special Education</p> <p>General Modifications:</p> <ul style="list-style-type: none"> • Allow outlining, instead of writing for an essay or major project • Computerized spell-check support • Word bank of choices for answers to test questions • Provision of calculator and/or number line for math tests • Film or video supplements in place of reading text • Reworded questions in simpler language • Projects instead of written reports • Highlighting important words or phrases in reading assignments • Modified workload or length of assignments/tests • Modified time demands • Pass/no pass option • Modified grades based on IEP <p>Behavior Modifications:</p> <ul style="list-style-type: none"> • Breaks between tasks • Cue expected behavior 	<p>At Risk (Intervention)</p> <ul style="list-style-type: none"> • Maximize use of community resources • Connect family to school and school activities • Support through transition • Help develop compensating strategies • Increase opportunity for positive peer group influences • Supplemental courses • Placement in small and interactive groups

- | | |
|--|--|
| <ul style="list-style-type: none">• Daily feedback to student• Use de-escalation strategies• Use positive reinforcement• Use proximity/touch control• Use peer supports and mentoring• Model expected behavior by adults• Have parent sign homework/behavior chart• Set and post class rules• Chart progress and maintain data | |
|--|--|

Grade: 6	Course: ELA
Pacing Guide: 9 weeks	
Unit: 4 HMH Into Reading: Modules 10-12 Writer's Workshop: Module 7 Informational Text	Big Idea: Module 10: A genre focus on opinion texts provides students with opportunities to identify literary elements, ideas and support, author's craft, and text structures in order to better understand unfamiliar texts. Module 11: Genre Study - Nonfiction Module 12: Genre Study - Fiction Writer's Workshop: How to Write a Research Report
Content Area NJSLs Performance Expectations Addressed	
<p>Reading Domain:</p> <ul style="list-style-type: none"> • 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. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution. • RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. • RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot. • 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 in a text and explain the impact on the reader's interpretation. <p>Writing Domain:</p>	

- W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
 - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Acknowledge and attempt a formal/academic style, approach, and form.
 - F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
- W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
- W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Domain:

- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **SL.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.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 Domain:

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

Interdisciplinary Connections

Health and Physical Education:

- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships

Computer Science and Design Thinking

- 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

Career Readiness, Life Literacies, and Key Skills

Technology Standards:

- 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.
- 21st Century Standards:**
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- Career Readiness, Life Literacies, and Key Skills Practices:**
- Act as a responsible and contributing community member and employee.
 - Consider the environmental, social and economic impacts of decisions.
 - Demonstrate creativity and innovation.
 - Utilize critical thinking to make sense of problems and persevere in solving them.
 - Model integrity, ethical leadership and effective management.
 - Use technology to enhance productivity, increase collaboration and communicate effectively.

Student Learning Objectives (SLO)

Students will be able to...

Reading Domain:

- 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

- 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
- 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
- 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 Domain:

- 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
- 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
- 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
- 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

Speaking and Listening Domain:

- 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
- 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
- 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

Language Domain:

- 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
- 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 phrases
- Dissect assignments and determine the key processes required

Academic Vocabulary

Questioning, Patterns, Personal connections, Other texts, Relevant, Inferences, Explicit meaning, Deeper meanings, Prior knowledge, Unbiased, Opinion, Parts of a plot, Interaction, Setting, Responses, Character traits, Key individuals, Informational texts, Different text structures, Individual events, Impact on reader, Reflect upon

Essential Questions

- How do authors use key details about a person's life, like their challenges, choices, and accomplishments, to reveal their character and impact on the world within a biography?
- How do significant life experiences and choices shape a person's legacy and impact on the world?

Enduring Understandings

- Identifying literary elements, ideas and support, author's craft, and text structures in order to better understand unfamiliar opinion texts.
- Biographies use literary elements such as character, plot, and setting to tell the true story of a person's life in an engaging and informative way.

- How does the author use specific details and word choice to reveal a person's character and significant life events, shaping the reader's understanding of the subject?
- How can we use details provided in a text, combined with our own background knowledge, to draw logical conclusions about information that is not explicitly stated?
- What standard features connect informational text, biography, and persuasive text?
- How can we use text features like headings, captions, and diagrams to identify the main ideas and key details within a non-fiction text to better understand the topic?
- What standard features connect poetry, realistic fiction, and historical fiction?
- How do poets use literary devices like imagery, figurative language, and sound devices to convey a specific meaning or emotion in their poems?
- How do authors use details to create believable characters and settings in realistic fiction?
- How does the author's point of view influence the way we perceive characters and events in a realistic fiction story?
- How does a historical fiction story use fictional characters and events to help us understand real historical events and the lives of people from the past?
- Writer's Workshop: How can research lead to more questions?
- How can writers choose a clear and focused research topic that will guide a report?
- Where can writers gather reliable and relevant information to support a research report?
- How can writers organize research findings in a logical way to create a clear structure for a report?
- Why is it important to properly cite sources and give credit to the authors of the information used for research?
- How can writers write a conclusion that summarizes the research and emphasizes the key points of a report?

- A person's life story can be understood by examining key events, experiences, and choices, which are effectively supported by detailed evidence and relevant information to paint a comprehensive picture of their life and impact.
- Readers understand that authors use specific writing techniques, such as tone, structure, and detail, to shape how a biography is told and to bring the subject's life story to the reader in an engaging and meaningful way.
- By actively analyzing details and clues within a non-fiction text, readers can draw logical conclusions and gain a deeper understanding of the topic, even when information is not explicitly stated
- Informational texts, biographies, and persuasive texts all have similarities that connect them together under the umbrella of the nonfiction genre.
- To effectively comprehend and analyze non-fiction texts, readers must identify key ideas, understand the structure of information, critically evaluate evidence presented, and recognize the author's purpose and perspective to form a well-informed understanding of the topic.
- Poetry, realistic fiction, and historical fiction all have similarities that connect them together under the umbrella of the fiction genre.
- Poets carefully craft language through literary devices like imagery, figurative language, rhythm, and rhyme to convey a deeper meaning or theme.
- Poetry allows readers to experience emotions and perspectives through a concentrated and artistic use of words.
- People's lives, with their challenges and triumphs, can be understood through relatable stories that present believable characters and situations, even when fictional, allowing readers to empathize and learn about the human experience.
- Readers understand that historical fiction combines real historical events and settings with fictional characters and

	<p>plots, helping readers gain insight into the past while engaging with a compelling story.</p> <ul style="list-style-type: none"> • Research helps us form and support our ideas and allows us to explore new topics. • A research report begins with a clear, focused topic and includes relevant, reliable information gathered from various sources. • Organizing research into a logical structure, such as an introduction, body, and conclusion, helps readers easily follow and understand the information presented. • Citing sources correctly is essential for giving credit to authors and avoiding plagiarism while strengthening the credibility of their report. • A research report should present factual information in a clear, concise, and objective manner, supported by evidence and examples
<i>Core Instruction/Supplemental Materials</i>	<i>Assessments</i>
<ul style="list-style-type: none"> • Social Emotional Learning Lesson: use anchor text from Module 10 Week 2 to teach the skill: Belonging using the text “Turning 15 on the Road to Freedom, The Story of the 1965 Selma Voting Rights March,” by Lynda Blackmon Lowery • Diversity, Equity and Inclusion Resources: use anchor text from Module 10 Week 1 text “Why Couldn’t Susan B. Anthony Vote? And Other Questions About Women Suffrage” by Mary KayCaron • Amistad Law: use teacher read aloud text from Module 10 Week 1 text “Frannie Lou Hamer” • HMH Into Reading Know It Show It workbook • HMH Into Reading Student Reading book • HMH Into Reading anchor charts • HMH Into Reading graphic organizers • HMH Into Reading Display and Engage cards • HMH Into Reading Interactive Vocabulary activities 	<p>Formative</p> <ul style="list-style-type: none"> • Oral assessment • Exit tickets • Quizzes • Daily writing/journals • Small and whole group discussions • Self Reflections • Editing Checklists • R.A.C.E.R responses • Writing Rubrics from HMH Into Reading • Graphic Organizers • Class discussion • Open-ended response questions & comprehension questions • Teacher observation • Classwork Practice • Video logs

- HMH Writer's Workshop Focal Text: "The Incredible Record-Setting Deep-Sea Dive of the Bathysphere," by Brad Matsen
- iReady Student Learning Path and Assignments
- RazKids
- EPIC
- Kahoot
- Prodigy Vocabulary
- Quizziz
- BrainPop
- Blooket
- Flipgrid
- Padlet
- Teacher Created Materials
- [11 Tips on Teaching Common Core Critical Vocabulary | Edutopia](#)
- [How to Write a Character Analysis - eNotes.com](#)
- [Modeling Close Reading for Future Teachers: ELA Videos and Webinars | Edutopia](#)
- [How to Teach a Novel](#)
- [Common Core Close Reading Explained with Resources | Learning A-Z](#)
- [Youtube Reading Lessons middle school](#)
- [Common Core Literacy Close Reading Strategies with Informational Text](#)
- [How to do a Close Reading - TeachLikeThis](#)
- [Closing in on Close Reading](#)
- [How to Write a Great 6th Grade Book Summary | Mr. Curtis' Class](#)
- [Purdue OWL](#)
- [How to write a thesis for beginners](#)
- [New Meridian Resource Center](#)
- [In Common: Effective Writing for All Students Collection of All Argument/Opinion Samples, K](#)
- [How to Write a Good Argumentative Essay: Logical Structure](#)

Summative

- Tests
- Skills assessment/Benchmarks
- Essays/Writing Assignments

Alternative

- Centers/activities/games
- Performance assessments
- Projects

- [Developing Evidence-Based Arguments from Texts | Read Write Think](#)
- [Fostering Student Questions: Strategies for Inquiry-Based Learning | Edutopia](#)
- [Socratic Seminars | Read Write Think](#)
- [We Retired This Resource | Facing History & Ourselves](#)
- [Rethinking Whole Class Discussion | Edutopia](#)
- [How to do a Fishbowl - TeachLikeThis](#)
- [How to use Accountable Talk - TeachLikeThis](#)
- [AVID Socratic Seminar](#)
- [LevelsofThinkinginBloom'sTaxonomyandWebb'sDepthofKnowledge](#)
- [Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom'](#)

Modifications/Differentiated Activities

Enrichment/Gifted and Talented

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities

Multilingual Learners

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

Special Education**General Modifications:**

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

Behavior Modifications:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalation strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

At Risk (Intervention)

- Maximize use of community resources
- Connect family to school and school activities
- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups