English Language Arts
Reading Curriculum
2019

GRADE 6

Montague Township School

Kindergarten Reading Curriculum

Unit Title: Routines: Launching the Reading

Workshop Unit Title: We Are Readers (Unit 1, Lucy

Calkins)

Unit Title: Reading Powers (Unit 2, Super Powers, Lucy

Calkins) Unit Title: Developing Strong Readers

Unit 4 : Informational Reading/Poetry

First Grade Reading Curriculum

Unit Title: Launching/Building Good Habits

Unit Title: Reading Nonfiction

Unit Title: Reading Fluency/Comprehension

Unit Title: Retelling / Story Elements

Second Grade Reading Curriculum

Unit Title: Launch (1)

Unit Title: Unit Building Good Habits (2)

Unit Title: Elements of Nonfiction (3)

Unit Title: Building Stamina with Longer & More Complex Texts

(4) Unit Title: Book Clubs (5)

Unit Title: Fairy Tales, Fables, and Folktales

Third Grade Reading Curriculum

Unit Title: Routines: Launching the Reading

Workshop Unit Title: Unit 1 Building a Reading Life

Unit Title: Unit 2 Reading to Learn/Nonfiction

Unit Title: Unit 3 Character Studies

Unit Title: Unit 4 Research Clubs

Unit Title: Unit 5 Learning Through Reading

Unit Title: Unit 6 Poetry (optional unit)

Unit Title: Unit 7 Solving the Mystery

Fourth Grade Reading Curriculum

Unit Title: Routines: Launching the Reading Workshop Unit

Title: Unit 1 Interpreting Characters: The Heart of the Story

Unit Title: Unit 2: Reading the Weather, Reading the World

Unit Title: Unit 3: Reading History: The American Revolution

Unit Title: Unit 4: Historical Fiction Clubs

Unit Title: Unit 5: Mythology/ Folklore

Unit Title: Unit 6: Poetry, Drama, & Prose

Fifth Grade Reading Curriculum

Unit Title: Launching

Unit Title: Unit 1 Reading Literature - Fifth graders study

characters Unit Title: Historical Fiction Book Clubs

Unit Title: Informational Reading: Reading with a Critical

Lens Unit Title: Cross Genre Reading

Unit Title: Literature: Fantasy Book Clubs

Sixth Grade Reading Curriculum

Unit Title: Agency and Independence- Launching

Unit Title: Character Study - Clubs

Unit Title: Comparing Themes in Literature

Unit Title: Nonfiction Reading: Navigating Expository, Narrative
    and Hybrid Nonfiction

Unit Title: Mixed Genre - Biography

Unit Title: Poetry - Clubs

Seventh Grade Reading Curriculum .

Unit Title: Literature: Launching the Reading Workshop Unit Title: Literature: Launching the Reading Workshop Unit Title: Reading Literature - Exploring themes in Award Winning Novels

Unit Title: Multimedia - Research Reading - Studying History Unit Title: Reading Informational Text to Define our Position Unit Title: Poetry

Unit Title: Social Issues Book Club

Eighth Grade Reading Curriculum

Unit Title: Literature: Launch into Literature and Media Unit Title: Informational Reading as Researchers to take a Position

Unit Title: Cross Genre Book Clubs - Historical Readings Unit Title: Literature - Study of Classic Literature

Units of Study for Teaching Reading (16-17 K-8 Sequence of Units)

	September	October	November	December	January	February	March	April	May	June
K	We are Readers	We are Readers Emergent Reading	Emergent Reading Super Powers	Super Powers	Bigger Books...	Bigger Books… Growing Expertise...	Growing Expertise…	Becoming Avid Readers	Becoming Avid Readers Readers are Resourceful...	Readers are Resourceful...
1	Building Good Reading Habits	Building Good Reading Habits Word Detectives	Word Detectives Learning about the World…	Learning about the World…	Readers Get to Know Characters	Readers Get to Know Characters Readers have Big Jobs To Do	Readers have Big Jobs To Do	Meeting Characters and Learning Lessons	Meeting Characters and Learning Lessons Reading Nonfiction	Reading Nonfiction
2	Second Grade Reading Growth Spurt	Second Grade Reading Growth Spurt	Becoming Experts: Reading Nonfiction	Becoming Experts: Reading Nonfiction	Studying Characters and Their Stories	Bigger Books Mean Amping Up Reading Power	Bigger Books Mean Amping Up Reading Power Reading Nonfiction	Reading Nonfiction	Series Book Clubs	Series Book Clubs

3	Building a Reading Life	Building a Reading Life Mystery...	Mystery... Reading to Learn...	Reading to Learn...	Character Studies	Character Studies	Unit of Choice/Test Prep	Research Clubs...	Research Clubs... Design Your Own Unit/Learning from Countries...	Design Your Own Unit/Learning from Countries...
4	Interpreting Characters	Interpreting Characters Reading the Weather	Reading the Weather Historical Fiction Clubs	Historical Fiction Clubs	Interpretation Book CLubs	Interpretation Book CLubs	Unit of Choice/Test Prep	Reading History...	Reading History... Nonfiction Book Clubs	Nonfiction Book Clubs
5	Interpretation Book Clubs	Interpretation Book Clubs Tackling Complexity	Tackling Complexity Argument and Advocacy	Argument and Advocacy	Reading Like a Fan OR Interpretation Book Clubs...	Reading Like a Fan OR Interpretation Book Clubs...	Unit of Choice/Test Prep	Reading in the Content Area	Reading in the Content Area Fantasy Book Clubs	Fantasy Book Clubs
6	Turning Every Kid Into a Reader-and a Character Analyst	Turning Every Kid Into a Reader-and a Character Analyst	Social Issues Book Clubs	Social Issues Book Clubs	Nonfiction: A Study of Text Complexity	Nonfiction: A Study of Text Complexity	Unit of Choice/Test Prep	Unit of Choice/Test Prep Design Your Own Unit/Fantasy Book Clubs	Design Your Own Unit/Fantasy Book Clubs Nonfiction Reading Across Text Sets	Nonfiction Reading Across Text Sets
7	Agency and Independence...	Agency and Independence...	Historical Fiction Book Clubs	Historical Fiction Book Clubs	Argument Reading	Argument Reading	Unit of Choice/Test Prep	Unit of Choice/Test Prep Design Your Own Unit/How to Eat a Poem	Design Your Own Unit/How to Eat a Poem Nonfiction Book Clubs	Nonfiction Book Clubs

| 8 | Textual Lineages... | Textual Lineages... | Dystopian Book Clubs | Dystopian Book Clubs | Argument Reading | Argument Reading | Unit of Choice/Test Prep | Unit of Choice/Test Prep

Nonfiction Author and Craft Study | Nonfiction Author and Craft Study

Design Your Own Unit/Approaching Classics... | Design Your Own Unit/Approaching Classics... |

English Language Arts Mapping Guide

	September	October	November	December	January	February	March	April	May	June
K	**Launch**	**We are Readers**	**We are Readers**	**Readers Use Strategies**	**Readers Use Strategies**		**s Stronger**	**Informational Reading**	**Informational Reading**	**Poetry**
1	**Launch**	**Building Good Habits**	**Reading NonFiction**	**Reading Fluency**	**Reading Fluency/ Comprehension**	**Reading Fluency/ Comprehension**	**Reading Fluency/ Comprehension**	**Retelling**	**Story Elements**	**Story Elements**
2	**Launch**	**Building Good Habits**	**Building Good Habits**	**Elements of Non-Fiction**	**Elements of Non-Fiction**	**Building Stamina/ Complex Text**	**Building Stamina/ Complex Text**	**Book Clubs**	**Fairy Tales/ Fables/ Folktales**	**Fairy Tales/ Fables/ Folktales**
3	**Routines**	**Building a Reading Life**	**Reading to Learn NonFiction**	**Learn/ Nonfiction** **Character Studies**	**Character Studies** **Research Clubs**	**Research Clubs**	**Learning Through Reading**	**Poetry**	**Solving the Mystery**	**Solving the Mystery**
4	**Launch**	**Interpreting Characters**	**Interpreting Characters** **Reading the World**	**Reading the World**	**Reading History**	**Reading** **History** **Historical** **Fiction**	**Historical Fiction** **Mythology/ Folk Lore**	**Mythology/ Folk Lore**	**Poetry/Drama Prose**	**Poetry/Drama Prose**
5	**Launch**	**Reading Literature**	**Reading Literature/ Historical Fiction**	**Historical Fiction**	**Informational Reading**	**Informational Reading**	**Cross Genre Reading**	**Cross Genre Reading**	**Fantasy Book Clubs**	**Fantasy Book Clubs**
6	**Launch Character Study**	**Character Study/ Comparing Themes**	**Comparing Themes**	**Nonfiction Reading, Navigating Expository…**	**Nonfiction Reading, Navigating Expository…**	**Nonfiction Reading, Navigating Expository…**	**Biography**	**Biography**	**Poetry Clubs**	**Poetry Clubs**

7	Launch/ Award Winning Novels	Award Winning Novels	Studying History	Studying History	Define Our Position	Define Our Position	Poetry	Poetry	Social Issues Book Clubs	Social Issues Book Clubs
8	Launch into Literature and Media	Literary Interpretation	Literary Interpretation	Reading as Researchers to Take a Position	Reading as Researchers to Take a Position	Cross Genre Book Clubs	Classic Literature	Classic Literature	Poetry	Poetry

Sixth Grade Reading Curriculum

Pacing Guide	
Content Area: English Language Arts	
Grade Level: Sixth	
Launching: Agency and Independence	**September**
Unit 1: Character Study-Clubs	**September- October**
Unit 2: Comparing Themes in Literature	**October- November**

Unit 3: Nonfiction Reading, Navigating Expository, Narrative and Hybrid Nonfiction	December- February
Unit 4: Mixed Genres- Biography	March- April
Unit 5: Poetry Clubs	May- June

Unit Title: Agency and Independence- Launching	Grade Level: Sixth	Time Frame: September

Standards: RL.6.4, RL.6.5, SL.6.1, SL.6.6, L.6.1, L6.3, L6.4, L.6.5	**Unit Goals/Enduring Understandings** • Readers read with agency and engagement • Reading infer text meaning • Partners grow ideas through conversation
Essential Question: What characteristics does a person need in order to be considered a strong reader?	**Vocabulary and Key Concepts** stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol

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Skills:
Ask and Answer Questions
Independent Reading for longer periods of time
Self-monitor comprehension
Determine purpose of listening
Speak for a purpose

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Demonstration of Learning/Assessment Evidence:
Formative
Conference Notes
Small Group Observations
Reading Response
Summative
Teacher Created Assessments
Alternative
Teacher Created Assessments
Benchmark
DRA
MAP/STAR 360

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Mentor Texts:	Structures:	Resources/Materials
*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.	● Reader's Workshop Whole Group Minilesson Independent Reading/Conferences Mid-workshop Teaching Teaching Share ● Small Group Instruction ● Guided Reading ● Whole Class Read Aloud	● Classroom library of leveled books ● Character book bins ● Student book bags ● Chart paper/Post-its ● Read-aloud texts (for modeling) ● Reading logs/bookmarks ● Reading notebooks

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Cross Curricular Connections:

Math time management
Science - non-fiction texts
Social Studies - historical texts **Health -** personal health and wellness

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21st Century Life and Career
● 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

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Integrated Modifications/Accommodations: Special Education
• Small group/One to one
• Additional time
• Review of directions
• Student provides oral responses
• Quiet space to calm down/relax
• Preferential seating
• Reduction of distractions
• Follow a routine/schedule
• Teach time management skills

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At Risk of School Failure
• Small group/One to one
• Student restates information
• Concrete examples
• Assistance in maintaining uncluttered space • Alternate quiet and active time
• Quiet space to calm down/relax
• Preferential seating
• Reduction of distractions
• Follow a routine/schedule
• Teach time management skills
• Varied choice of activity

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Technology Integration	• Verbal and visual cues regarding directions and staying on task	• Peer mentor
8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	**Section 504**	**Gifted and Talented**
Students in grades 6-8 will infuse technology into Language Arts by learning to: • Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications tobe critiqued by professionals for usability	• Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time	Presentation Strategies: ● Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation ● Avoid having student copy notes when material is already mastered
• Create a database query, sort and create a report and describe the process, and explain the report results • Synthesize and publish information about a local or global issue or event • Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries • Demonstrate the application of appropriate citations to digital content • Assess the credibility and accuracy of digital content • Understand appropriate uses for social media and the negative consequences of misuse	• Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task **English Language Learners** • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities	Curriculum Strategies: ● Provide opportunities for open-ended, self-directed activities ● Provide instruction in research skills needed to conduct an independent study in student's interest area ● Provide independent learning opportunities Use advanced supplementary/reading materials ● Encourage the use of creativity ● Ask higher level questions ● Provide opportunities to develop depth and breadth of knowledge in a subject areaOrganizational/Behavioral Strategies:

• Effectively us a variety of search tools and filters in professional public databases to find information to solve real world problems • Explore a local issue, by using digital tools to collect and analyze data toidentify a solution and make an informed decision **8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and thedesigned world as they relate to the individual, global society, and the environment.** Students in grades 6-8 will infuse technology into Language Arts by learning to: • Vocabulary and Key Concepts stamina, independent, structure, routine,theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol 163 • Identify the desired and undesired consequences from the use of a product or system • Explain how different teams or groups can contribute to the overall design of a product • Design and create a product that addresses a real world problem using a design process under specific constraints	• Verbal and visual cues regarding directions and staying on task	● Use a Study Contract for student to achieveoutcomes ● Use a Learning Log for independent or outside learning ● Establish a timeline for long-range projectsMotivational Strategies: ● Provide fewer drill and practice activities when material is learned ● Give student choices of activities in learning the content ● Allow the student to 'buy' time for self-directed activities after material is learned Assessment Strategies: ● Give a pretest to allow the student to demonstrate mastery ● Provide self-checking materials ● Provide tests at a higher level of thinking Environmental Strategies: ● Arrange for a mentor to work with the student in interest area ● Cluster group gifted/talented students by areas of strength in the classroom ● Allow independent use of library

Unit Title: Agency and Independence- Launching	Grade Level: Sixth	Time Frame: September
Goals	**Possible Teaching Points:** Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	**Teacher Notes**

Readers read with agency and engagement	● When we want to become better at anything it is we want to do, we need to consciously decide that we are going to commit to work hard at getting better at the task. The same applies for reading. We can say to ourselves, *Starting now, I am going to make deliberate decisions that will help me learn this skill."* People with agency work independently and incredibly hard at something in order to achieve. ● Reading with agency. One way we can read actively and with agency is by relying on our knowledge of how stories go. We know that it is important to get to know our character and look for problems that they face. We also have to remain aware of how the problems are resolved and how characters change. ● When choosing a book, readers need to make smart choices about what we read to build a reading life. One way we work at making smart choices is to research the book we plan to read. ● Readers use reading logs as a tool of reflection. The reading log gives us information about what we have read and lets us know how reading is going for us. ● When readers tell about the story we are reading, we have to think back over the parts of the story, decide what is important so far, and then make decisions about what to share. We can work harder by making conscious decisions about HOW to retell a story. It is part of having agency as a reader, matching our method for retelling to the reading work we want to do.	
Reading infer text meaning	● One way we, as readers, lift our reading to the next level is to concentrate on reading for *subtext* as well as for t*ext*. A way to do this is to read between the lines. Readers imagine what the details *suggest*, or imply, about the characters or the place. Stories tend to start by giving lots of details about the characters or the place. ● Imaginative readers are readers who pause and create vivid images of what they are reading in their heard. One way we can do this is by working hard at releasing our imaginations as we read, paying attention to details in the story and filling in with more imagined sights, sounds, and atmosphere until we can envision the moment as a scene in a film. ● Readers imagine the moments in between the scenes. Readers are aware of shifts in time and place that might occur in a story. We turn to setting clues to see if time has passed or the setting has changed. Then we have to use imaginative work to do if we want the story to continue to make sense. ● References and Connecting Parts of the story. Sometimes authors make references to other parts of the story or other books with in a series. As readers, we need to work hard to understand these connections or references.	
Partners grow ideas through conversation	● Talking about more than one book at a time- Readers talk about more than one book at a time. One way we do this is to recall stories we have read so that we can make comparisons. Sometimes there are deep comparisons, and we offer a fair amount of retell and analyzing. Other times, we make quick references or comparisons to familiar texts.	

Unit Title: Character Study - Clubs	Grade Level: 6	Time Frame: September- October

Standards: RL.6.1, RL.6.2, RL6.3, RL6.4, RL6.5, RL.6.6, RL.6.7 SL.6.1, SL6.3, SL6.4 L.6.1, L.6.3, L.6.4, L.6.5,	Unit Goals/Enduring Understandings ● Readers notice and reflect on character traits and personality ● Readers identify character motivations by making inferences about their decisions ● Readers analyze how characters change and/or learn lessons ● Readers use specific language when discussing or writing about their characters. ● Readers use strategies to determine meaning of unfamiliar vocabulary or phrases
Essential Questions: ● How does a character evolve over the course of a text? ● How does character change impact the plot?	**Vocabulary and Key Concepts** analyze, point of view, character traits, personality, perception, perspective, flashback, character motivation
Skills: Demonstrate the ability to use word solving strategies Monitor accuracy and understanding Summarize Identify important ideas and information within longer texts/chapters Connect Characters within and across texts and genres by circumstances, traits or actions Express changes in ideas or perspective across the reading Follow complex plots, including texts with literary devices(flashbacks, stories within stories)	**Demonstration of Learning/Assessment Evidence:** **Formative** Conference Notes Small Group Observations Reading Response TC Reading Assessment **Summative** Teacher Created Assessments TC Reading Assessments **Alternative** Teacher Created Assessments **Benchmark** DRA MAP/STAR 360

Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them.*	Structures: ● Reader's Workshop 　○ Whole Group Minilesson 　○ Independent Reading/Conferences 　○ Mid-workshop Teaching 　○ Teaching Share ● Small Group Instruction ● Guided Reading ● Whole Class Read Aloud	Resources/Materials ● Classroom library of leveled books ● Character book bins ● Student book bags ● Chart paper/Post-its ● Read-aloud texts (for modeling) ● Reading logs/bookmarks ● Reading notebooks

Cross Curricular Connections: **Math** time management **Science -** non-fiction texts **Social Studies -** historical texts **Health -** personal health and wellness	**21st Century Life and Career** ● 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.	**Integrated Modifications/Accommodations: Special Education** • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills 　• Verbal and visual cues regarding directions and staying	**At Risk of School Failure** • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor **Gifted and Talented**

Technology Integration

8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Students in grades 6-8 will infuse technology into Language Arts by learning to: •
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

• Create a database query, sort and create a report and describe the process, and explain the report results

• Synthesize and publish information about a local or global issue or event •
Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries •
Demonstrate the application of appropriate citations to digital content •
Assess the credibility and accuracy of digital content

• Understand appropriate uses for social media and the negative consequences of misuse

• Effectively us a variety of search tools and filters in professional public databases to find information to solve real world problems

• Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Students in grades 6-8 will infuse technology into Language Arts by learning to: •
Vocabulary and Key Concepts stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol 163

on task

Section 504

 • Small group/One to one
• Large print textbooks
• Additional time
• Student provides oral responses •
Assistance in maintaining uncluttered space
• Alternate quiet and active time
• Preferential seating
• Reduction of distractions
• Follow a routine/schedule
• Teach time management skills
 • Verbal and visual cues regarding directions and staying on task

English Language Learners

 • Support with graphics
 • Tiered Vocabulary
 • Dictionary, Native lang to English • Additional time
• Review of directions
• Support auditory presentations with visuals
• Hands-on activities
 • Verbal and visual cues regarding directions and staying on task

Presentation Strategies:
   ● Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
   ● Avoid having student copy notes when material is already mastered
Curriculum Strategies:
   ● Provide opportunities for open-ended, self-directed activities
   ● Provide instruction in research skills needed to conduct an independent study in student's interest area
   ● Provide independent learning opportunities Use advanced supplementary/reading materials
   ● Encourage the use of creativity
   ● Ask higher level questions
   ● Provide opportunities to develop depth and breadth of knowledge in a subject area
Organizational/Behavioral Strategies:
   ● Use a Study Contract for student to achieve outcomes
   ● Use a Learning Log for independent or outside learning
   ● Establish a timeline for long-range projects
Motivational Strategies:
   ● Provide fewer drill and practice activities when material is learned
   ● Give student choices of activities in learning the content
   ● Allow the student to 'buy' time for self-directed activities after material is learned
Assessment Strategies:

• Identify the desired and undesired consequences from the use of a product or system • Explain how different teams or groups can contribute to the overall design of a product • Design and create a product that addresses a real world problem using a design process under specific constraints		● Give a pretest to allow the student to demonstrate mastery ● Provide self-checking materials ● Provide tests at a higher level of thinking Environmental Strategies: ● Arrange for a mentor to work with the student in interest area ● Cluster group gifted/talented students by areas of strength in the classroom ● Allow independent use of library

Unit Title: Character Study - Clubs	**Grade Level: 6**	**Time Frame: September- October**
Goals	**Possible Teaching Points:** Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes

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Readers notice and reflect on character traits and personality	**Readers notice and reflect on character traits and personality** ● One way that readers of fiction think about character traits is by paying close attention to how the author introducing the characters. We know that authors have one chance at a "first impression" and take great care in their word choice. We study these places. We might reflect, *What does the author want me to know about the character?* ● One way that readers of fiction think about character traits is by closely reading their actions. We think about significant actions (big and small) and consider what this says about our character. We can often name it as a trait. We might use a t-chart in our notebook to record our thinking to share with a partner or club. ● One way that readers of fiction think about character traits is by closely reading what they say and think. We consider what this says about our character. We can often name it as a trait. We might use a t-chart in our notebook to record our thinking to share with a partner or club. ● One way that readers of fiction think about character traits is by closely reading how other characters treat, interact or perceive them. We might consider, *Why do they treat them this way? How do they view the character? What judgments have they made about the character? What might they need to know about the character that we know?* We record our thinking in our notebook to share with a partner or club. ● Readers notice the character's relationship with the setting. We notice how the character changes based on the changes in setting. We look for patterns. ● Readers think about the setting as another character in the story. We consider, *What role does the setting play? In what way does the setting move the plot?*	
Readers identify character motivations by making inferences about their decisions	● Readers make connections and empathize with characters by asking, *What would motivate me? What has motivated others in other texts?* ● Readers pay attention to internal and external motivators. We notice what happens to characters externally that prompts them to act (or not act) and what happens internally to do the same. ● Readers pay attention to how the author sets up the character's journey. We read the beginning of the text asking, *What is motivating this character? What do they want or need? What is getting in the way?* ● Readers notice when a character acts in ways that are against his self-interest. We notice when they put their wants/needs aside and make a decision that surprises us. We ask, *What motivated the character to do this? Have their needs/wants changed? Has this contributed to a change or realization in the character?* ● Readers notice when a character's needs or wants change and consider if their motivation has also changed. When motivation changes, we also know that the character may have changed. We can use these moments in text to write long on our ideas.	

Readers analyze how characters change and/or learn lessons	● Readers notice how a character is different from the beginning of the text to the end. We might say, he was… but now he is…? We might ask ourselves, *Is there a lesson in there for the reader? What did the character learn? What did I learn?* ● Readers notice and closely read text where the character has to make an important decision. We think about what they would choose based on their wants and needs. We can evaluate if this is a good or poor decision. We might think about who is affected by the decision. We also consider, *Will this decision contribute to a change in the character?* ● Readers notice places in the text where characters are given advice from others. We can put ourselves in the shoes of the advice giver and the character receiving the advice. We think about motivation and relationships. We consider, *How might the characters journey be ef ected by taking or not taking this advice?* ● Readers reflect at the end of a text about the character change and write/or discuss about the possible lessons learned. We think about it in terms of the character in the text and other texts. We might ask, *Who could else could use this lesson? Why is it important to the author to get this lesson out into the world?*	
Readers use specific language when discussing or writing about their characters.	● Readers notice and use the same language as the author when discussing their characters. We are careful to use descriptive words that the author uses. Readers use the exact names for people and places in the text. We use these not just when we ● are writing, but also when we are discussing the text with our partners or clubs. ● Readers use precise language when discussing ideas. If we find ourselves saying, *You know what I am saying*… We take a pause and rethink our idea. We may need to write in our notebooks before sharing again.	

| Readers use strategies to determine meaning of unfamiliar vocabulary or phrases | ● Readers know that they can sometimes figure out unfamiliar vocabulary by reading around the word for context clues. We read the sentence before and after looking for clues. We substitute in our new understanding to make sure it makes sense. We reread the section with our new understanding. We often write these new words or ideas in our notebook to confirm their meaning with a resource.

 ● Readers use resources available to them to check the meaning of unfamiliar vocabulary. Readers know that we can't always solve words with context clues or that the context clues can be misleading. We can use club members to confirm meaning or use resources in the room.

 ● Readers know that many high level vocabulary words have suffixes and roots. We look for these inside of words and use what we know about the words parts to contribute to our understanding of the word. | |

Unit Title: Comparing Themes in Literature	Grade Level: 6	Time Frame: October- November

Standards: RL.6.1, RL.6.2, RL6.3, RL6.4, RL6.5, RL6.6, RL6.7 SL.6.1, SL6.3, SL6.4 L.6.1, L.6.3, L.6.4, L.6.5,	**Unit Goals/Enduring Understandings** ● Readers Independently manage their book clubs ● Readers determine the theme(s) or central ideas of a text and support them with evidence from the text. ● Readers notice and consider the author's use of figurative language in text to make meaning ● Readers compare and contrast written work to other media types ● Readers use precise language when discussing and writing about themes
Essential Questions: Why is it important to come to book clubs prepared?	**Vocabulary and Key Concepts** norms, book clubs, accountability, synthesize, media, themes,

Skills:	Demonstration of Learning/Assessment Evidence:
Bring knowledge from personal experience Make and modify predictions Understand theme Identify important ideas Understanding word connotation Work cooperatively with others Derive author's purpose Use specific vocabulary to talk about text	**Formative** Conference Notes Small Group Observations Reading Response TC Reading Assessment **Summative** Teacher Created Assessments TC Reading Assessments **Alternative** Teacher Created Assessments **Benchmark** DRA MAP/STAR 360

Mentor Texts:	Structures:	Resources/Materials
Please note that the mentor texts are teacher's choice. These are suggestions if you need them.	● Reader's Workshop 　○ Whole Group Minilesson ○ Independent 　　Reading/Conferences 　○ Mid-workshop Teaching 　○ Teaching Share ● Small Group Instruction ● Guided Reading ● Whole Class Read Aloud	● Classroom library of leveled books ● Character book bins ● Student book bags ● Chart paper/Post-its ● Read-aloud texts (for modeling) ● Reading logs/bookmarks ● Reading notebooks

Cross Curricular Connections:	21st Century Life and Career	Integrated Modifications/Accommodations: Special Education	At Risk of School Failure
Math time management **Science -** non-fiction texts **Social Studies -** historical texts **Health -** personal health and wellness	● 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.	• Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule	• Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills

Technology Integration

8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Students in grades 6-8 will infuse technology into Language Arts by learning to: • Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

• Create a database query, sort and create a report and describe the process, and explain the report results

• Synthesize and publish information about a local or global issue or event • Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries • Demonstrate the application of appropriate citations to digital content • Assess the credibility and accuracy of digital content

• Understand appropriate uses for social media and the negative consequences of misuse

• Effectively us a variety of search tools and filters in professional public databases to find information to solve real world problems

• Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Students in grades 6-8 will infuse technology into Language Arts by learning to: • Vocabulary and Key Concepts stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just rightbook, genre, background knowledge, goals, symbol 163

• Identify the desired and undesired consequences from the use of a product or system

• Teach time management skills
• Verbal and visual cues regarding directions and staying on task

Section 504
 • Small group/One to one
• Large print textbooks
• Additional time
• Student provides oral responses
• Assistance in maintaining uncluttered space • Alternate quiet and active time
• Preferential seating
• Reduction of distractions
• Follow a routine/schedule
• Teach time management skills
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English Language Learners
 • Support with graphics
 • Tiered Vocabulary
 • Dictionary, Native lang to English
 • Additional time
• Review of directions
• Support auditory presentations with visuals • Hands-on activities
• Verbal and visual cues regarding directions and staying on task

• Varied choice of activity
• Peer mentor

Gifted and Talented

Presentation Strategies:
● Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
● Avoid having student copy notes when material is already mastered

Curriculum Strategies:
● Provide opportunities for open-ended, self-directed activities
● Provide instruction in research skills needed to conduct an independent study in student's interest area
● Provide independent learning opportunities Use advanced supplementary/reading materials
● Encourage the use of creativity
● Ask higher level questions
● Provide opportunities to develop depth and breadth of knowledge in a subject area

Organizational/Behavioral Strategies: ● Use a Study Contract for student to achieve outcomes
● Use a Learning Log for independent or outside learning
● Establish a timeline for long-range projects

Motivational Strategies:
● Provide fewer drill and practice activities when material is learned
● Give student choices of activities in learning the content

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• Explain how different teams or groups can contribute to the overall design of a product
• Design and create a product that addresses a real world problem using a design process under specific constraints
		● Allow the student to 'buy' time for self-directed activities after material is learned
		Assessment Strategies:
		   ● Give a pretest to allow the student to demonstrate mastery
		   ● Provide self-checking materials
		   ● Provide tests at a higher level of thinking
		Environmental Strategies:
		   ● Arrange for a mentor to work with the student in interest area
		   ● Cluster group gifted/talented students by areas of strength in the classroom ● Allow independent use of library

Unit Title: Comparing Themes in Literature		Grade Level: 6	Time Frame: October- November
Goals	**Possible Teaching Points:** Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary		Teacher Notes

| Readers Independently manage their book clubs | ● Book clubs decide on a text that is a good fit for all members.
 ● Book clubs create norms for their club. They might consider ○ How will we structure our time together?
      1 How will we facilitate conversations?
      ○ How will we assess how it is going?
      ○ What will we do if a member is not prepared for club?
      ○ Do we have a club name or identity?
      ○ Can we talk about books between book club meetings?
 ● Book Clubs make a plan for their reading between each meeting. Book clubs can meet up to 2 times per with to have conversations about their reading. Clubs decide on a focus and amount for reading that they will do.
 ● Readers, as we begin to invent ideas about reading clubs, it's important, in any club, to take care of relationships within that club. We do that by making sure that we're creating work where each member will feel a part of something important, and each member will always feel supported by the group.
 ● Book club discussions are a lot like "talking essays." We talk by starting with a big idea (our box) and give text evidence (bullets). Members of the club listen to and consider other's ideas. They agree by giving further examples or disagree by giving examples that don't fit the big idea.
 ● Book club members not only listen with their eyes and ears, but their whole bodies. We show we are listening. We make sure that we are present and listening. We put our idea on hold and think just about what the other members are saying. We notice when our mind drifts from the conversation and we bring ourselves back. We take a pause before responding.
 ● Book club members stick with and grow an idea. We might use phrases like…
      1 "What in the text makes you say that?"
      ○ "I thought that too because . . ."
      ○ "Another example of that is . . ."
      ○ "I thought something different because . . ."
      ○ "I agree because . . ."
      ○ "Wait. I'm confused. Are you saying . . . ?"
      ○ "Can you show me the part in the story where you got that idea?"
 ● Reader prepare for book club conversations. One thing we can do is take a look at our post its and find a common idea or thread among them. (perhaps look at all the post its on one character, then on another)
 ● When book clubs begin reading our book, we identify and organize information we'd need to know on mental bulletin boards.   At the start of our books, there was so much information flying past us as we read that we felt as if a lot of our mind work was | |

	spent catching the important stuff and almost sorting it so that we began to grasp the who, what, where, when, and why of the book.	
Readers determine the theme(s) or central ideas of a text and support them with evidence from the text.	● One way readers determine the life lessons in a text is to pause at the end of a story or book and ask," What life lessons could I learn from having read this book/story?" We might use a t-chart in our notebooks to brainstorm our thinking to share with a partner or club. ● Readers synthesize-they look across their past notes and think, "What is a big idea about this character that seems true across most of the story? What parts especially show this idea?" Readers record their findings to share with a partner or book club. ● Readers push themselves to think about lessons that other characters may have learned as a way to think about different possible messages that the same story offers. ● Readers set thinking goals with their partners-they decide on questions they have about the theme or message and read and write to answer those questions, so that their next conversation is full of new thoughts and evidence ● Readers read with a critical eye and ask: "Do the characters learn believable lessons, and/or does the text set up false hopes for the readers? ● Readers explain with evidence how the whole story teaches a life lesson that is universally true, not just true for the characters.	
Readers notice and consider the author's use of figurative language in text to make meaning	● Readers notice the use of figurative language in text and how it adds to the tone and mood of the story/book. Readers read and reread the texts and record their findings in their notebooks. We share our findings with a partner or book group**.**	

Readers compare and contrast written work to other media types	● Readers compare and contrast different authors' treatment of similar themes. They notice themes in poems, as well as stories. Partners or groups discuss these themes and gather evidence to back up their thinking. ● Readers know to use proper grammar notations when writing about different media types. ● One way readers can compare and contrast themes in texts to videos is to learn to be good note-takers, keeping an organized chart in their notebooks of evidence ● Readers continue to strive to raise the level of their work, using all the tools on hand	

Readers use precise language when discussing and writing about themes	● Readers use language that supports universal themes, rather than specific character specific sentences ● Readers know when discussing to say things like, "According to the poem…the character learned…and "Just like in the poem…the character also learned…and use specific details or setting, names, events, to explain the theme. We also use this in writing about themes also.	

Unit Title: Nonfiction Reading: Navigating Expository, Narrative and Hybrid Nonfiction	Grade Level: Sixth	Time Frame: December – February
Standards: RL.6.1, RL.6.2, RL6.3, RL6.4, RL6.5, RL.6.6, RL.6.7 RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI6.6, RI6.7 SL.6.1, SL6.3, SL6.4 L.6.1, L.6.3, L.6.4, L.6.5,	**Unit Goals/Enduring Understandings** ● **Readers determine importance and synthesize in expository text ● Readers navigate narrative and hybrids informational texts to learn about a topic** ● **Informational text partners are teachers**	
Essential Questions: **How can I become an expert on a topic through reading nonfiction texts?**	**Vocabulary and Key Concepts** expository, narrative, hybrid, text structure, comparison, main idea, essential message	

Skills:	Demonstration of Learning/Assessment Evidence:
Distinguish between fact and opinion and cite evidence Search and use a wide range of graphics and integrate with information from print Use full range of readers tools Identify important parts Make connections Mentally form categories of related information and revise them as new Acquire new content and perspectives through reading both fiction and nonfiction texts	**Formative** Conference Notes Small Group Observations Reading Response TC Reading Assessment **Summative** Teacher Created Assessments TC Reading Assessments **Alternative** Teacher Created Assessments **Benchmark** DRA MAP/STAR 360

Mentor Texts:	Structures:	Resources/Materials

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Cross Curricular Connections:	21st Century Life and Career	Integrated Modifications/Accommodations: Special Education	At Risk of School Failure
Math time management **Science -** non-fiction texts **Social Studies -** historical texts **Health -** personal health and wellness	● 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.	• Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills	• Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills

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Section 504

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• Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision	• Verbal and visual cues regarding directions and staying on task	● Provide opportunities to develop depth and breadth of knowledge in a subject area
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Students in grades 6-8 will infuse technology into Language Arts by learning to: • Vocabulary and Key Concepts stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol 163		● Use a Learning Log for independent or outside learning
		● Establish a timeline for long-range projects
• Identify the desired and undesired consequences from the use of a product or system		Motivational Strategies:
		● Provide fewer drill and practice activities when material is learned
• Explain how different teams or groups can contribute to the overall design of a product		● Give student choices of activities in learning the content
• Design and create a product that addresses a real world problem using a design process under specific constraints		● Allow the student to 'buy' time for self-directed activities after material is learned
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		● Give a pretest to allow the student to demonstrate mastery
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		Environmental Strategies:
		● Arrange for a mentor to work with the student in interest area
		● Cluster group gifted/talented students by areas of strength in the classroom
		● Allow independent use of library

Unit Title: Unit Title: Nonfiction Reading: Navigating Expository, Narrative and Hybrid Nonfiction	Grade Level: 6	Time Frame: December - February
Goals	**Possible Teaching Points:** Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes

Readers determine importance and synthesize in expository text	○ Readers get ready to read nonfiction text. We preview the books to get our minds ready to read. We ○ read the title ○ look at the front and back cover ○ skim the table of contents ○ flip through the pages ○ and we ask, *What am I most likely going to learn about?* ● Readers make a plan for their reading. We think about how the book goes and make a plan for what we will read first. Sometimes books are set-up to be read cover to cover, other times they are set-up to be read in parts. You can dip into sections that are of interest to us. If we plan on reading just some sections, we need to decide if the first few sections are important to read. Often the author will provide one or two sections to give us the background knowledge to read any of the other sections. We keep this in mind as we are making our plan. ● Readers make a plan for how they will read a section. We look at the set-up of the page, scan the features, and think about what we will most likely learn. ● Readers hold onto their learning as they read. We read a chunk of text, pause and say to ourselves, *What did I just read?* We then summarize the important parts of text. We read another chunk and summarize again. In this way, we collect the important information and we also confirm that we understood what we just read. We notice if this matches what we expected to learn. We adjust what we think we will learn get curious about it. ● Readers become experts by thinking of themselves as teachers. We think about what we would need to learn to teach someone else about this topic or idea. To teach someone, we need to know the main ideas and the supporting details, and it helps to use an explaining voice and sometimes even to use your face, hands, and whole body to illustrate what you mean. We can teach our partners in this way. ● Readers of informational text identify the main idea. One way that we can organize information is through the use of boxes and bullets. This structure can organize the bits of information under bigger ideas. We can add to this format as we read. Main Idea: ● Supporting Detail ● Supporting Detail ● Supporting Detail	

	● Readers talk to let texts get through to us, to let texts change our minds. We talk to grow ideas. We push our thinking. We might use phrases or starters like, ○ On the other hand... ○ I partly agree, but I also think... because... ○ Could it also be that... ○ Might the reason for this be... ○ This is different from... because... ○ I think that this is important to notice because... ○ The thing that doesn't fit for me is... ○ Many people think... but I think... ○ I used to think...but now I notice... so I've changed my mind about... ● Whether you are reading nonfiction or fiction texts, it is equally important to talk about those texts with one another, saying, 'Isn't it weird how . . .' and 'I wonder why . . .' and did you notice that. . . .' But I want to add one more thing. Readers read differently because we're going to be in conversations later. We read holding conversations in our minds. We don't wait until we are with our partners to have these conversations. We can have them in our minds as we are reading. ● Informational text readers notice when information they are reading contradicts another source. We don't just gloss over this. We dig deeper into this contradiction. Often it is based in an author's point of view. We think about other places where this point of view may cloud information that was presented.	

Informational text partners are teachers	●
	    Informational text partners teach each other. In preparation of this teaching we may rehearse what we will say as we refer to picture or chart, using an explaining voice and hand gestures. ●
	    Informational text partners don't just say what they have learned, they also
	      ○ Refer to details in the pictures or diagrams that highlight what they're saying.
	      ○ Link previous learning to the new information that they just encountered by flipping back and forth to show pictures that build off one another and by explaining how those pictures go together.
	      ○ Add gestures to their explanations and use their voices to emphasize what's important. ○ Act out what they learned and invite their partner to join in.	

Readers navigate narrative and hybrids informational texts to learn about a topic	● Readers identify nonfiction text structures and adjust their reading. If you divide nonfiction texts into piles based on how those texts are put together, you'll end up with one pile of true stories (narrative nonfiction) and one pile of all-about texts (little courses on a topic). Readers read these kinds of nonfiction texts in very different ways. When readers know what kind of nonfiction book we have, that helps us decide how to read it. When we know we have narrative nonfiction in our hands, we know we can read it like narrative fiction. There is a story. ● Readers read nonfiction narratives as stories with characters. You can use what you know about getting to know characters in fiction books to get to know main ideas in narrative nonfiction books. You can often get to some big ideas by stretching the definition of main character to apply to a different sort of main presence in the text. Soon you'll be able to try it—to see if you can regard a meerkat colony or a Venus flytrap or a whole group of people, like the Pilgrims, say, as	
	the 'main character' of your nonfiction narrative. ● Readers look for underlying ideas in narrative nonfiction text. Narrative nonfiction readers keep in mind that narrative nonfiction texts are written to convey not just facts, but ideas. The idea is what allows the storyteller to shape information, experience, into something that fits together so the story is not just a hodgepodge of junky details strung along a line of time. While that is a writer's goal, it is also a reader's goal. Readers have to find the unifying idea behind the texts they read, to make coherence and find meaning out of what would otherwise be strings of events and facts. ● Narrative nonfiction readers determine what matters most in the story. Readers can feel flooded with facts as you read, it can help to see that beneath the details, many true stories are either tales of achievement or of disaster, and each of those kinds of story follows a predictable path. That path can help readers determine what matters most in the story—which details to pay most attention to and which to pay less. ● Narrative nonfiction readers don't already know what every single word in a text means. We don't just gloss over technical words or concepts we don't understand. We can envision each part of how that part of the story or description. This picture can then help form our understanding of the concept.	

Unit Title: Mixed Genre - Biography	Grade Level: 6	Time Frame: March- April

Standards:	Unit Goals/Enduring Understandings:
RL.6.1, RL.6.2, RL6.3, RL.6.4, RL6.5, RL.6.6, RL.6.7 RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI6.6, RI6.7 SL.6.1, SL6.3, SL6.4 L.6.1, L.6.3, L.6.4, L.6.5,	• Biography readers use all they know about reading narrative text • Biography readers use all they know about informational texts • Biography readers not only follow a life story, they also grow ideas

Essential Questions:	Vocabulary and Key Concepts:
Why is it important to learn about other people?	biography, comparison, contrast, reference materials, dialogue, culture

Skills:	Demonstration of Learning/Assessment Evidence:
Brink knowledge of personal experiences to the interpretation of events Use full range of readers' tools Gain important information from texts with complex plots Identify important ideas and information	**Formative** Conference Notes Small Group Observations Reading Response TC Reading Assessment **Summative** Teacher Created Assessments TC Reading Assessments **Alternative** Teacher Created Assessments **Benchmark** DRA MAP/STAR 360

Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them.*	Structures:	Resources/Materials

	● Reader's Workshop
	  ○ Whole Group Minilesson ○
	Independent
	    Reading/Conferences
	  ○ Mid-workshop Teaching
	  ○ Teaching Share
	● Small Group Instruction
	● Guided Reading
	● Whole Class Read Aloud
		● Classroom library of leveled books
		● Character book bins
		● Student book bags
		● Chart paper/Post-its
		● Read-aloud texts (for modeling)
		● Reading logs/bookmarks
		● Reading notebooks

Cross Curricular Connections:	21st Century Life and Career	Integrated Modifications/Accommodations: Special Education	At Risk of School Failure
Math time management **Science -** non-fiction texts **Social Studies -** historical texts **Health -** personal health and wellness	● 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.	• Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task	• Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor **Gifted and Talented**

Technology Integration **8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.** Students in grades 6-8 will infuse technology into Language Arts by learning to: • Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability • Create a database query, sort and create a report and describe the process, and explain the report results • Synthesize and publish information about a local or global issue or event • Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries • Demonstrate the application of appropriate citations to digital content • Assess the credibility and accuracy of digital content • Understand appropriate uses for social media and the negative consequences of misuse • Effectively us a variety of search tools and filters in professional public databases to find information to solve real world problems • Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision **8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.** Students in grades 6-8 will infuse technology into Language Arts by learning to: • Vocabulary and Key Concepts stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol 163	**Section 504** • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task **English Language Learners** • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task	

• Identify the desired and undesired consequences from the use of a product or system • Explain how different teams or groups can contribute to the overall design of a product • Design and create a product that addresses a real world problem using a design process under specific constraints		

Unit Title: Unit Title: Mixed Genre - Biography		Grade Level: 6	Time Frame: March-April
Goals	**Possible Teaching Points:** Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary		Teacher Notes

| Biography readers use all they know about reading narrative text | Readers read biographies to find out who famous people were before they became famous and what made them so great
As you read a biography, ask,
1 "Who is this person?" ○ "What is s/he like?"
Readers ask the same questions at the start of a biography that they do with any other story 1 "Who is the main character/subject?"
○ "What kind of place does this character/subject live?"
Readers see beyond the hero image of a famous person to understand that underneath the fame, s/he was a person just like you and me
Try to…
1 See the world through the main character's eyes
○ Identify with the struggles the character faced
Readers visualize the setting of the story by looking carefully at the details and gathering information about their daily lives
1 "What am I learning about this person's life?"
○ "What was his/her day-to-day existence?"
Readers pay attention to the world of their subject
1 Where specifically in the world does the story take place?
○ What is the time period?
○ How do people talk and dress?
○ What technology or architecture is featured?
Readers push their understanding of setting by comparing the setting in the subject's time to today
1 "What in this book is similar to or different from contemporary society, or my life in particular?"
○ "How was the world different than it is today?"
○ "What was America like at the time that ___ lived here?"
Readers study the daily actions and speech of the subjects of their biographies 1 "What does this tell me about my subject as a person?"
Readers note the specific part of the text that helped them decide what their subject is like so they can cite evidence for any idea they have
1 "The subject is… I think this because on page… it says…"
Readers identify the big challenge their subject struggles to deal with or overcome ○ Is this person's life easy and simple? If not, what stands in his/her way?
1 What is the subject fighting for? What is the subject fighting against?
○ Does the subject want to change something about his or her life and world? What? ● Readers note the role that secondary characters play in their subject's life | |

	○ Who influenced this subject?
	○ What role did this person play in the subject's struggle?
	● Readers use the predictable "achievement story" structure to help them follow their subject's path toward achievement
	    ○ Somebody (Who is the main character?)
	    ○ Wanted (What does s/he want?)
	    ○ But (What gets in the way?)
	    ○ So (How does the main character respond?)	

Biography Readers Use All They Know about Informational Texts

●

Readers note and discuss information about the subject's world, including the culture, the time period, and the setting where the subject lived or grew up

●

Readers are alert for information about the subject's world at the same time they are reading and learning the story of the subject

- Readers pay attention to details such as historical and political references or the descriptions of places and events
    - Make a list to keep track of key events, names, and terms that come up in your book
- Readers read a chunk of the text and ask, "What is this part mainly about?" or "What is this portion of the text trying to teach?"
- Readers organize biographies into predictable sections
  The Structure of Biographies
    - Birth and early life
    - Youth, life as a student and young adult

    - Struggle

    - Resolution/achievement

    - Contribution to history

    - Readers look to other sources of information to find out information about the subject's world (Ex: speeches, articles about that time period, art, documentaries, songs, poems)
- Readers reflect as they gather additional sources of information about their subject's world ○ "What might have I misunderstood?"
    - "What more do I understand about this person's experiences and actions now?"
- Readers use a timeline to keep track of dates and the age of their subject
    - Use to record flashback information
    - Add on as you gather more information

● Readers connect history to the life of the subject
  ○ Ask, "How does what I have just learned connect to the life of this person?"
    ○ Create a timeline that shows both the events of a subject's life and historical events
● Readers think about the effect that an event might cause on their subject's life
  Cause-and-effect language
    ○ Due to…
    ○ Because of…
    ○ As a result…

	○ This led to…
	○ One effect of that was…
	○ Following that...then…
	● Readers push their conversations, thinking about a text for longer periods of time and exploring ideas with more depth
	  ○ Would this have happened in today's world?
	  ○ If this person had lived in today's times, how might life have turned out differently for him/her?
	  ○ What would be your point of view on this issue? Would it be more like ____'s (one person from biography) or ____'s (another person from biography)?
	● Readers pay attention to factors and events that trigger a subject's decisions, taking into consideration information learned from additional sources
	  ○ How does whatever is happening now in this story connect with what came before? ○ How does this event follow from a previous event or factor in this character's life? ● Readers talk off their timelines, pointing to events and explaining how one thing has led to another	

Biography Readers Not Only Follow a Life Story, They Also Grow Ideas
● Readers remember to ask themselves questions about their subjects to help them make interpretations
○ "How does the subject respond to trouble?"
○ "What difficult choice does the subject make during a crucial time?"
● Readers recognize that the subject of the biography they are reading is more than a person, he or she is an *icon* representing something much bigger ○ Does this person represent a group of people?
○ If so, what are you learning about this particular group?
○ What is the life lesson you are learning from this particular text?
● Readers make comparisons across texts and subjects, growing ideas about how the subjects of their biographies have changed the world
● Reader
s use prompts to help them think about the life lessons learned from their subjects I
○
learned from (person) that sometimes people...but instead, people should…

○ I learned from (person) that in life, it is important to…

○ (Person) changes from x… to… y…

○ Even if you…, you should…

○ Don't forget that even if you…, you should…

○ (Person) teaches us not only about…, but also about…

○ When I first read about (persons), I thought… but now I realize...

Unit Title: Poetry - Clubs	Grade Level: 6	Time Frame: May - June

Standards: RL.6.1, RL.6.2, RL6.3, RL6.4, RL6.5, RL.6.6, RL.6.7 SL.6.1, SL6.3, SL6.4 L.6.1, L.6.3, L.6.4, L.6.5,	**Unit Goals/Enduring Understandings** • Readers paraphrase main idea or theme of a poem • Readers identify the speaker and the speakers point of view or attitude □ Readers understand the difference between literal and figurative language
Essential Questions: How do poems reflect emotion? How does figurative language help a reader understand the meaning of a poem?	**Vocabulary and Key Concepts** tone, ballad, lyric, couplet, epic, sonnet, ode, analogies, metaphor, symbolism, simile, imagery, text structure
Skills: Analyze figurative language Determine meaning of literary devices Analyze how a particular line or stanza is central to the meaning of the text Differentiate between literal and figurative language	**Demonstration of Learning/Assessment Evidence:** **Formative** Conference Notes Small Group Observations Reading Response TC Reading Assessment **Summative** Teacher Created Assessments TC Reading Assessments **Alternative** Teacher Created Assessments **Benchmark** DRA MAP/STAR 360

Mentor Texts:
 	
Please note that the mentor texts are teacher's choice. These are suggestions if you need them.
		Structures:
		● Reader's Workshop
		   ○ Whole Group Minilesson
		  ○ Independent
		     Reading/Conferences
		   ○ Mid-workshop Teaching
		   ○ Teaching Share
		● Small Group Instruction
		● Guided Reading
		● Whole Class Read Aloud
			Resources/Materials
			● Classroom library of leveled books
			● Character book bins
			● Student book bags
			● Chart paper/Post-its
			● Read-aloud texts (for modeling)
			● Reading logs/bookmarks
			● Reading notebooks

Cross Curricular Connections: **Math** time management **Science -** non-fiction texts **Social Studies -** historical texts **Health -** personal health and wellness	**21st Century Life and Career** ● 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.	**Integrated Modifications/Accommodations: Special Education** • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task **Section 504** • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses	**At Risk of School Failure** • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor **Gifted and Talented**

Technology Integration
8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Students in grades 6-8 will infuse technology into Language Arts by learning to: •
  Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
  • Create a database query, sort and create a report and describe the process, and explain the report results
  • Synthesize and publish information about a local or global issue or event •
  Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries
	• Assistance in maintaining uncluttered space • Alternate quiet and active time
	• Preferential seating
	• Reduction of distractions
	• Follow a routine/schedule
	• Teach time management skills
	• Verbal and visual cues regarding directions and staying on task
	English Language Learners
	• Support with graphics
	• Tiered Vocabulary
	• Dictionary, Native lang to English
	• Additional time
	• Review of directions
	• Support auditory presentations with visuals • Hands-on activities	

• Demonstrate the application of appropriate citations to digital content •
Assess the credibility and accuracy of digital content
  • Understand appropriate uses for social media and the negative consequences of misuse
  • Effectively us a variety of search tools and filters in professional public databases to find information to solve real world problems
  • Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision
8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
  Students in grades 6-8 will infuse technology into Language Arts by learning to: •
Vocabulary and Key Concepts stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol 163
  • Identify the desired and undesired consequences from the use of a product or system
  • Explain how different teams or groups can contribute to the overall design of a product
  • Design and create a product that addresses a real world problem using a design process under specific constraints
	• Verbal and visual cues regarding directions and staying on task	

Unit Title: Unit Title: Poetry-Clubs		Grade Level: 6	Time Frame: May-June
Goals	**Possible Teaching Points:** Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary		Teacher Notes
Readers paraphrase main idea or theme of a poem	• Readers of poetry, on a first read of a poem, read it through beginning to end. After reading through, we might ask: ○ What feeling does this poem give me? ○ What is the author telling me? ○ Is there a rhythm to the poem? Why might the author have made that choice? • Readers share what they know about a familiar poem by reading with a partner • Readers read a poem the way they think author intended by reading aloud with a partner and then discussing key points of the poem • Readers better understand a poem's intent by looking at illustrations that may be included with a poem		

| Readers identify the speaker and the speaker's point of view or attitude | • Readers interpret what is being said by paying close attention to the words a poet chooses • Readers interpret to the meaning of a poem by attending to the author's voice in the ▢ poem • Readers learn about poets motivation and influences by reading short biographies • Readers identify the style of an author by reading several poems by the same author • Readers understand a poem is often interpreted by people differently by discussing it with a partner or a group | | |

| Readers understand the difference between literal and figurative language | • Readers identify the author's intent by looking at the use of similes
• Readers identify the author's intent by looking at the use of metaphors
• Readers identify the characteristics they know about various styles of poetry • Readers examine the style of a poem by looking at how authors use punctuation • Readers understand a poets intent by creating a picture in their mind from the words the poet uses.

• Readers examine the use of "poetic license" by looking at an author's use of, or lack of punctuation

• Readers can develop a deeper understanding of a poem by creating illustrations to go with the poems they read | |