



PISCATAWAY TOWNSHIP SCHOOLS

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Grade 6 Accelerated English Language Arts

Content Area: English Language Arts

Grade Span: Grade 6

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COURSE OVERVIEW

Description		
<p>This course follows the structure of a reading and writing workshop. The teacher employs minilessons as a way to introduce and expose students to various reading and writing techniques. Independent work is stressed throughout as students work to incorporate the repertoire of learned skills and strategies into their own reading and/or writing process. The use of small groups is also relied on as teachers instruct students at their level— reteaching, reinforcing, or extending upon the skills and strategies taught in the whole-class minilessons. This structure enforces student creativity, responsibility, and agency, while providing teachers with the ability to differentiate and provide individualized support. The content of this course’s curriculum emphasizes a repertoire of skills and strategies that will help students be more powerful readers and writers in whatever genre they encounter. This is a departure from the past, when middle school curriculums were perceived as a few reading texts or writing task that students would master. Instead in this course, students will focus on specific skills and strategies necessary for mastering a given genre, independent of text or task. Accelerated components include pacing, level of texts, expectations, and content exposure.</p>		
Goals		
<ul style="list-style-type: none"> • Enhance the growth of communication skills in an environment that encourages students to read, write, listen, and speak. • Foster flexible, resilient readers and writers who read and write for pleasure as well as for academic purposes. • Help students develop a toolkit of strategies for dealing with difficulties so that they can confidently tackle any reading and/or writing task with vigor and expertise. • Foster students who are knowledgeable on a range of subjects from their nonfiction reading as well as empathetic and nuanced in their interactions with others from their reading of literature. • Prioritize time and space for high volume reading and writing. • Provide direct, explicit instruction in the skills and strategies of proficient readers and writers. • Encourage academic growth through assessment-based instruction and informative, responsive targeted feedback tailored to a student’s specific strengths and needs. • Push students to read increasingly complex texts by stretching and encouraging them to engage with texts that are appropriately complex for their grade level. 		
Scope and Sequence		
Unit	Topic	Length
Unit 1	A Deep Study of Character (Reading)	23 days
Unit 2	Personal Narrative (Writing)	19 days
Unit 3	Tapping the Power of Nonfiction (Reading)	28 days
Unit 4	Research-based Information Writing (Writing)	19 days
Unit 5	Social Issues Book Clubs (Reading)	19 days
Unit 6	The Literary Essay (Writing)	21 days
Unit 7	Test Prep	15 days
Unit 8	Fantasy Book Clubs (Reading)	20 days

Resources

Core Text: The 6th Grade Reading and Writing Units of Study (by Lucy Calkins and Colleagues from Teachers College Reading and Writing Project)

Suggested Resources: Grade-level writing units and mentor texts, Reading Curricular Calendars or grade-level reading units and mentor texts, Vocabulary.com, Grade-level Google Drive, Heinemann online resources (that correspond with each unit), The Reading and Writing Project website

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale

The Units of Study in Reading and Writing, developed by Lucy Calkins and colleagues at the Teachers College Reading and Writing Project (TCRWP), are built on best practices and a proven framework developed over decades of work. The units were developed under the influence of the Common Core State Standards and also correlate to the New Jersey Student Learning Standards for English Language Arts. The theories, techniques and strategies included in these units are shaped by research in curriculum and instruction as well as specialized categories of literacy.

The content of this course builds on the skills and strategies students mastered in the intermediate setting, and previews some of those that will be introduced in throughout the middle school years. Units alternate between reading and writing as well as fiction and nonfiction. Sixth grade begins the year in fiction with a reading unit based on character analysis, where students reacclimatize to the routines and procedure of workshop while deepening their analysis skills. This is followed by a writing unit that asks students to create personal narratives. Afterward, students transition into nonfiction, beginning with a reading unit where they hone their ability to read complex nonfiction chapter books and brush up on their research, learning, and notetaking skills. This unit directly feeds into the following unit, where students use their newly acquired research skills to write research-based information books on the topic of teen activism. Mid-year, students transition back to fiction, where they learn how to critically read texts focusing on social issues. In book clubs, students consider how power and perspective creates tension among people and groups. Next, students enter into an argument writing unit, where they will write literary essays. This writing unit asks students to compose formal literary analysis on character and theme. Just prior to state standardized testing, students will engage in a test prep unit. In this unit students will put all they've learning into action as they learn how to showcase their fiction and nonfiction reading and writing skills on standardized tests. The year ends with an exploration into fantasy, where students revisit the genre (from fifth grade) to further optimize their reading ability in this popular genre common in young adult literature. Students also try their hand at writing fantasy in the final unit of year.

Consideration for this accelerated course:

- Teachers should adhere strictly to the outlined pacing given in the Scope and Sequence section above as well as the dates provided on the 6th grade Reading and Writing Unit Curricular Plan, which is updated and provided yearly (contact the ELA Supervisor or coach for access).
- Teachers should also plan to teach all bends of each unit in the allotted time period. While the General Education classes, have the option to omit the final bend of each unit if necessary, this accelerated course does not. Students will be expected to move through the sessions, completing the culminating tasks for each.
- During each of these units, it is expected that students in this course perform at or above the 6th grade level. This means that students should be reading independent texts at or above the U/V guided reading level, in September, and advancing to at minimum guided reading level W/X, by June. These guides are set according to the Teachers College Reading and Writing Project Benchmark Reading Levels (2017).
- It is important to encourage students to do the higher-level thinking work required when reading increasingly complex texts. With this in mind, teachers should use the Teachers College Reading and Writing Project Bands of Text Complexity in Literature and Nonfiction to encourage the appropriate level of thinking required for specific readers (based on their text level) as well as considering work from a higher-level that the students may be ready for.

- In terms of volume, students should be able to read 40-60 pages a day (combined in school and at home). This would lead to about a book per week. In writing, students should be able to compose one-and-a-half to two-pages of text in a sitting.
- It is also expected that students should quickly develop and demonstrate the components of 6th grade writing as outlined on the Teachers College Reading and Writing Project Narrative, Information, and Argument Writing Rubrics. In addition, students should begin to work toward the 7th grade expectations. This work should be done at the discretion of the teacher and in conjunction with the student. Using goal-setting systems are an effective way to push students toward further learning.
- When assessing, remember that it is more about quality as opposed to quantity. Student work requirements in this accelerated course should not necessarily be more in number or length, but deeper in depth.

New Jersey Student Learning Standards

NJSLS – Writing, Reading, Speaking and Listening, Language (key standards)

RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level (or above) text-complexity or above, scaffolding as needed.
RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level (or above) text-complexity or above, with scaffolding as needed.
W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> A. Apply grade 6 (or above) Reading standards to literature. B. Apply grade 6 (or above) Reading standards to literary nonfiction.
W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 (or above) topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> 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.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6.6	Acquire and use accurately grade-appropriate (or above) general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 1: A Deep Study of Character

Summary and Rationale

As the first reading unit of the seventh grade school year, this unit acts as a primer to what it means to participate in an intense reading workshop. It reintroduces students to the instructional methods, routines, and expectations that will promote their expertise and independence in reading. The unit is designed so that students grow as readers through a deep study of character. As the unit progresses, students will take more charge of their reading lives, so that they read more, annotate and jot in ways that deepen their thinking, and hold smart literary conversations with other readers. Students are encouraged to adopt a reading life by embarking on a reading “course of study,” keeping record of what they read, and using a reading notebook to capture thinking.

In Bend I students will consider more complex character traits. They will analyze characters noticing that traits emerge across a narrative, that characters are often complicated, that pressures exerted on characters often make them the way they are. Students will support their newly formed ideas with text evidence, and at times revise initial ideas when new information is presented. Next in Bend II, students will continue to call on their repertoire of character analysis strategies and add the layer of how setting shapes characters. Moving beyond basic identification of setting, students will learn to think about the mood of the setting as well as how that mood is developed by the author’s specific language. Students will investigate ways the setting changes as both a physical and psychological force that influences characters and how group dynamics and individuals influence a place. Finally, in Bend III students will analyze how characters act as vehicles for themes in novels. Considering troubles that characters face, students will identify possible motifs of a text. Then they will think deeply about the text to develop motifs into possible themes. As in Bend I and II, students will ground their theories in specific text evidence.

For the anchor standards listed below, this unit aligns and supports grades 6-8 New Jersey Student Learning Standards. It is the expectation, in this accelerated course, that teachers will encourage students to push beyond the 6th grade standards (as expected in the 6th grade General Education class) and develop 7th (and possibly 8th) grade learning standards. See the Grades 6-8 New Jersey Learning Standards Continuum, at the end of this document, to see how standards shift and grow throughout the middle grades.

Recommended Pacing

Bend I: Considering Complex Character Traits (approximately two weeks)
 Bend II: Investigating How Setting Shapes Characters (approximately one and a half weeks)
 Bend III: Analyzing Characters as Vehicles for Themes (approximately one week)

State Standards

Standard Writing

Standard Reading

NJLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Standard Speaking and Listening	
NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
NJSLSA.SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Standard Language	
NJSLSA.L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLSA.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Literature mirrors reality. • Perspective creates empathy. • Experiences teach lessons. • Transferring knowledge strengthens ability. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do characters change and evolve across a text? What causes these changes? • How does understanding the complexities of characters help us understand ourselves? • How do characters and setting intersect? • What can characters in books teach us the world? • How can reading help us understand and question the world? 	
Objectives	
Students will know: <ul style="list-style-type: none"> • Information about a character’s traits are often included in subtle details. • Characters are complicated, often exemplifying numerous character traits. • Characters reveal themselves over time. • Readers reevaluate and revise their initial ideas during the reading process. 	

- Characters are complex—with likable and unlikable parts.
- Significant character traits affect the plot.
- Strategies to improve writing about reading:
 - Prioritize quality over quantity (10% of reading time spent writing only)
 - Only jot what can't be remembered.
 - Record the most interesting thought (as opposed to the first thought)
 - Determine a type of writing based on thinking (annotations, post-it, table/sketch/diagram in notebook, fast and furious write long).
- Internal and external pressures cause characters to behave in less-than-likeable ways.
- The ending of a text offers increased perspective—new parts seem significant or new insights are developed about characters and plot that may have been confusing before.
- Setting does not only entail the time and place a story takes place—it also includes the mood or atmosphere created by the place.
- The mood or atmosphere of the setting shapes characters.
- Author's use specific language to show the mood, atmosphere, norms, and tempo of a place.
- External pressures from their surroundings (setting) can create inconsistencies between a character's behaviors and their inner thinking.
- Settings in stories can change both physically and psychologically.
 - Change in mood or atmosphere
 - Change in time (to develop backstory)
- Characters act as positive or negative forces on a place.
- Trouble and conflict in a text portray possible motifs in a story.
- Motifs can be developed into themes by reexamining relevant scenes.
- Authors layer symbolism that relates to or develops the theme into narratives.

Students will be able to:

- Identify multiple character traits for a single character.
- Weigh the most accurate word choice to use for a specific trait.
- Compare how new information about a character confirms, contradicts or extends past information.
- Integrate new character details with initial ideas to formulate new theories.
- Recognize a character's less likeable sides.
- Evaluate and choose which character traits matter most.
- Describe how significant character traits matter to what happens in the story.
- Critique their writing about reading and set a goal for improvement.
- Choose and employ a strategy to lift the level of their writing about reading.
- Speculate possible causes of unlikable behaviors by looking for pressures exerted on the character.
- Analyze key parts of the text with the perspective of the ending in mind.
- Infer how characters are affected by the mood or atmosphere of the setting.
- Consider how an author's specific language about setting evokes emotions and images.
- Assess how external pressures from the setting create character behavior and thought inconsistencies.
- Trace how the setting changes over time and analyze how it affects characters differently in different moments, allows for new insight into a character
- Evaluate the positive and negative effects group dynamics or powerful individuals have on a place.
- Develop ideas about possible motifs by focusing on character troubles and conflicts.
- Formulate theme statements from motifs.

- Identify and explain how certain objects or moments take on symbolic significance and help develop theme.
- Transfer all they've learned about reading fiction to new texts.

Resources

Core Text:

- Teacher's Edition- *A Deep Study of Character* by Mary Ehrenworth
- "Popularity" by Adam Bagdasarian, from *First French Kiss**
- "The Fight" by Adam Bagdasarian, from *First French Kiss**
- "You Belong with Me" a music video by Taylor Swift
- "Thank You, Ma'am" by Langston Hughes
- Student independent reading novels (must be at or above level U/V)

Suggested Resources:

(* indicates a resource that is available on the Google Drive)

- Anchor Charts:
 - To Think Deeply About Characters...
 - To Investigate the Influence of Setting on Characters...
 - To Investigate Themes...
- Additional Charts:
 - A Theory Chart
 - Optional Ideas for Your Reader's Notebook
 - Character Work Some Genres/Authors Suggest
 - Tips for Taking Your Writing about Reading from Good to Great
 - Questions to Pressure Partners to Deepen Their Thinking
 - Revisiting Key Parts of a Narrative from the Perspective of the Ending
 - To Go from Talking to Citing the Text
 - To Go from Citing the Text to Discussing What You Think
 - Ways to Question the Text about Psychological Setting Changes
 - Analyzing Traits
 - When Moving from Motifs to Themes, Ask...
 - How to Move from a Motif to a Theme, Step by Step
 - What's Most Worth Working on Together
 - What Thinking Work Does This Text Want Us to Do
- Resources suggested in Teacher Edition from Heinemann site (must register book to obtain)
- Reading notebooks and reading logs
- Centers (developed by Teachers College)*

UNIT 2: Personal Narrative- Crafting Powerful Life Stories

Summary and Rationale

The goal of this initial writing unit, as well as any other writing unit, is for students to grow as *writers*, not only as authors of personal narratives. With its focus on setting and working toward goals, it is used to encourage growth in all students. The unit highlights the structures and tools used in writing workshop that support the work of writing with increased independence. Tools, such as strong exemplars, mentor texts, and narrative checklists, all allow students to clearly visualize and understand the elements of personal narrative; and by allowing students multiple opportunities to self-assess and set goals, they will work with more agency and increase their success. Although this unit will focus on narrative writing techniques, the qualities of good writing remain the same from one type of writing to the next. The skills and strategies learned in this unit align with the skills required for later writing units (informational and opinion).

Throughout this unit, students will work on three different personal narratives, each with increased independence. All the while, teachers are pushing volume and stamina in page output and time spent with pen to paper. The unit begins with focused attention on writing stories that carry significance and are shaped like true stories, so students are taught new strategies for generating personal narrative topics. Then students will immediately work to lift the level of their work by writing in a way that their story is shown, dramatized, instead of summarized. They will do this by focusing on writing from the point of view of the narrator. In the second Bend of the unit, students will work on a new personal narrative, where they will carry forward all they've learned in Bend I and also apply new craft and revision techniques. For example emulating a mentor author's techniques, writing a memorable lead, or angling to show meaning. Finally in Bend III, students repeat the writing process one last time remembering all they've learning thus far and adding a new focus toward building tension and writing a resolution that connects to the bigger meaning of the story.

While it is expected in this accelerated course that students will quickly develop and demonstrate the components of 6th grade writing as outlined on the Teachers College Reading and Writing Project Narrative Writing Rubric and begin to work toward the 7th grade expectations with the support and guidance of the teacher, there are a few focus areas teachers should hone in on. In this unit, it is recommended that teachers push students toward 7th grade expectations in the areas of **Transitions, Organization, and Elaboration**. See the 6th and 7th grade expectations in these areas outlined below in the Resources section.

Recommended Pacing

Bend I: Launching Independent Writing Lives and Generating Personal Narratives (approximately one week)
 Bend II: Moving through the Writing Process and toward Our Goal (approximately one week)
 Bend III: Writing a Second Personal Narrative with New Independence (approximately one week)

State Standards

Standard Writing

W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> 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.
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	<ul style="list-style-type: none"> B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. E. Provide a conclusion that follows from the narrated experiences or events.
W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Standard Reading	
RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
Standard Speaking and Listening	
Standard Language	
L.6.1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). 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. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. B. Spell correctly.
L.6.3.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. B. Maintain consistency in style and tone.
Instructional Focus	

Unit Enduring Understandings

- Storytelling strengthens communication.
- Processes promote efficiency.
- Growth comes from precision and practice.

Unit Essential Questions

- Why do writers write and share their real or imagined experiences/stories?
- What makes a story engaging?
- How can we learn about each other and the world through sharing our stories?
- How do I organize and structure my story/narrative writing?
- How does a writing process strengthen/support my writing?
- How do I develop and refine my ideas?
- Why am I writing? What is my purpose?

Objectives**Students will know:**

- A personal narrative is one episode
- Small actions and exact dialogue help the reader picture episode
- Small moment story ideas:
 - A person that matters to you
 - An important place
 - First/last times
 - Moments you realized or learned something
- First person point of view should only include details the narrator notices
- Actions, dialogue, and inner thinking show characters' personalities and hint at theme
- Writing checklists are a tool that can augment the writing process.
- Techniques for writing introductions
 - Inclusion of small details significant to the narrator
 - Inner thinking that hints at theme
 - Precise actions to show how one thing leads to another
 - Inclusion of character dialogue
- Key scenes are developed fully to highlight the theme
- Additional scenes from the past or future are used to show theme.
- Goal setting and writing tools (checklists, writers notebook, charts, etc) aid the writing process.
- Tension is built by slowing down the story and telling in a bit-by-bit way.
- Story endings drive home meaning.
- Word choice, punctuation, and sentence structures work to communicate intended meaning.
- Rhythm (sentence length and structure) conveys the mood and feeling of writing.

Students will be able to:

- Analyze a mentor text for author's craft and technique.
- Generate multiple writing ideas using a variety of strategies
- Produce rough small moment stories
- Distinguish and write from the first person narrator's point of view
- Evaluate their writing using the Narrative Writing Checklist and set goals
- Write a memorable lead

- Draft a (mostly) whole story in one sitting
- Use writer’s notebooks as a place to deliberately practice writing skills and techniques
- Revise to include actions, dialogue, and inner thinking that convey deeper meaning.
- Identify and elaborate on key scenes to highlight what their story is really about.
- Develop scenes (remembered from the past or imagined in the future) that help show the story’s meaning.
- Write with increasing independence using the writing process, personalized goals, and writing tools.
- Create tension in their story
- Revise story endings to deliver powerful messages (theme).
- Edit sentences for rhythm and meaning

Resources

Core Text:

- Unit 1 Teacher’s Edition- *Personal Narrative: Crafting Powerful Life Stories* (spiral bound book)
- “Everything Will Be Okay” by James Howe

Suggested Resources:

(* indicates a resource that is available on the Google Drive)

- Anchor Charts:
 - How to Write Powerful Personal Narratives
- Additional Charts:
 - My Writing Goals
 - Strategies for Generating Personal Narrative Topics
 - Lessons from Mentor Narratives
 - Techniques for Writing Memorable Leads
- Sample writing notebooks
- Personal Narrative student samples
- Personal Narrative exemplar and demonstration pieces
- Narrative Writing Checklist
 - Grade-Level
 - Editing
- Conferring Toolkits (teacher made)
- Narrative Writing Teaching Charts*
- Narrative Rubric
- Narrative Learning Progression

Suggested Areas to Push 7th Grade Expectations

(all information is acquired from the Teachers College Writing Learning Progressions)

Focus	6 th Grade	7 th Grade
Transitions	The writer not only used transitional phrases and clauses to signal complicated changes in time, she also used them to alert her readers to changes in the setting, tone, mood, point of view, or time in the	The writer used transitional phrases and clauses to connect what happened to why it happened (If he hadn’t . . . he might not have, because of, although, little did she know that).

	story (such as suddenly, unlike before, if only she had known).	
Organization	The writer used paragraphs purposefully, perhaps to show time and setting changes, new parts of the story, or to create suspense for readers. She created a logical, clear sequence of events	The writer used a traditional—or slightly modified—story structure (rising action, conflict, falling action) to best bring out the meaning of his story and reach his audience.
Elaboration	The writer developed realistic characters, and developed the details, action, dialogue, and internal thinking that contribute to the deeper meaning of the story.	The writer developed the action, dialogue, details, and inner thinking to convey an issue, idea, or lesson. He showed what is specific about the central character. The writer developed the setting and the characters' relationship to the setting

UNIT 3: Tapping the Power of Nonfiction

Summary and Rationale

Global standards have increasingly shifted focus onto nonfiction reading skills, which are essential to students' achievements in every academic discipline. Increasing a child's proficiency in nonfiction reading, makes them a strong student, who is better able to read articles in science and primary sources in history. Focusing on nonfiction reading skills also fosters informed citizenship, a passion for knowledge, and a lifelong joy of reading to learn.

The unit consists of three bends. In the first bend student read nonfiction chapter books and focus on the challenges that are common within this genre. The next two bends, students will work in research groups learning about new topics. Across this unit, teachers will help student develop a solid set of nonfiction reading skills: discerning central ideas, summarizing, synthesizing within and across texts, building vocabulary, growing ideas, and reading critically to question the author's point of view. Additionally, students will develop flexibility as they read across a variety of text types (nonfiction chapter books, articles, trade books, and online resources) and as they transfer what they know from one text type to the next. Students will build background knowledge to support their research process and learn deeply about various topics.

For the anchor standards listed below, this unit aligns and supports grades 6-8 New Jersey Student Learning Standards. It is the expectation, in this accelerated course, that teachers will encourage students to push beyond the 6th grade standards (as expected in the 6th grade General Education class) and develop 7th (and possibly 8th) grade learning standards. See the Grades 6-8 New Jersey Learning Standards Continuum, at the end of this document, to see how standards shift and grow throughout the middle grades.

Recommended Pacing

Bend I: Navigating Nonfiction Chapter Books in Book Clubs, with an Emphasis on Discerning Central Idea (approximately one and a half weeks)
 Bend II: Investigating Topics with Research Groups, and Synthesizing across Texts on that Topic (approximately one and a half weeks)
 Bend III: Researching a New Topic with More Independence While Helping Student to Read Critically (approximately one week)

State Standards

Standard Writing

NJSLSA.W7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Standard Reading

NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
NJSLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Standard Speaking and Listening	
NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
NJSLSA.SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLSA.SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Standard Language	
NJSLSA.L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLSA.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Processes promote efficiency. Point of view is relative. Increased knowledge leads to understanding. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How can we read to learn intentionally and effectively? As we do this work, how do we learn to tackle more dense nonfiction, synthesizing ideas and details while increasing our knowledge and broadening our interests? How can I determine more than one central idea across a text? 	

- How can I use narrative and expository text structures and features as a way to help navigate the ideas and information in a text?
- How can I keep track of many central ideas about a topic while reading across texts, sorting and synthesizing new information as I read it?
- How can I use writing and talk to think through and question what I'm learning?
- How can I re-read closely to be sure I'm understanding complicated concepts?
- How can I analyze the author's use of craft to help better understand key points about the topic?

Objectives

Students will know:

- The front matter (cover, table of contents, introduction) are a preview for a text's main ideas.
- Book clubs are successful when all members come to the meeting prepared.
- Strategies for determining main idea
 - Use pop-out sentences and headings
 - Locate details across sections and determine how they fit together
- In complex nonfiction, central idea is revealed over time.
- Stories embedded in nonfiction text portray an author's central idea.
- Ideas, events, and people in a text are all linked to the central ideas.
- Self-assessment and goal-setting promote growth.
- Strategies for beginning a research topic
 - Preview sources to get the gist of the topic
 - Read easier sources to build background.
- Nonfiction reading strategies aid in the research process.
- Summaries include the central and main ideas, as well as some important details.
- New information will fit with, extend, or contradict old information (synthesize)
- Reading broadly helps readers comprehend a topic fully.
- The content vocabulary associated with their research topic.
- Reading is an active thinking process.
- Online research presents unique challenges to the research process.
- Techniques authors use to convey point of view
 - Including (and not including) certain voices, issues, and stories
 - Including words that spark emotions
 - Including statistics and other numerical information
 - Choosing certain graphics (photos, charts, maps, artifacts) over others
 - Stating an opinion directly
 - Using "I"
- Some sources are less trustworthy than others.

Students will be able to:

- Orient to nonfiction texts.
- Prepare for book club conversations by noticing significant parts of their text.
- Determine multiple central ideas in a text.
- Revise initial ideas in light of new evidence to determine a more accurate central idea.
- Explain how embedded stories in a nonfiction text contribute to the central idea.
- Analyze how ideas, events, and people connect to the bigger ideas of the text.
- Self-assess and goal-set in order to do higher-level reading work

- Survey sources to identify subtopics.
- Order sources easiest to hardest to determine which to read first.
- Recall what is known about reading nonfiction to start a research project.
- Summarize a text.
- Evaluate how new information relates to previous information (synthesize).
- Facilitate their understanding by reading easier texts, explanatory texts, or texts that provide follow-up information.
- Define and apply content vocabulary in a variety of ways based on how they fit together.
- Develop their own ideas about their topics.
- Compile a text set around a given topic.
- Devise possible solutions for challenges faced during online research.
- Determine an author’s point of view and explain how it is portrayed in a text.
- Distinguish trustworthy texts from a variety of sources.
- Produce a TEDTalk to interest others in their topic.

Resources

Core Text:

- *Oh Rats! The Story of Rats and People* by Albert Marrin & C.B. Bordan
- Student independent reading nonfiction chapter books (in clubs) (must be at or above level U/V)*
- Student nonfiction text sets (Topics Assigned to 6th Grade-in clubs)* (use the higher-level text sets when offered)

Suggested Resources:

(* indicates a resource that is available on the Google Drive)

- Anchor Charts:
 - To Make the Most of Your Nonfiction Chapter Books
 - To Research a New Topic....
- Additional Charts:
 - Book Clubs...
 - Thinking About Central Idea*
 - Create a Brief Summary of the Text
 - Acknowledge the Author in Your Summary
 - To Synthesize Across Texts...
 - Ways to Sort Key Vocabulary
 - Prompts to Grow Your Own ideas
 - When Curating a Text Set...
 - Techniques Authors Use to Convey a Point of View
 - Talking Academically About Author’s Point of View
 - To Determine if a Text is Trustworthy...
 - Readers Can Compare and Contrast...
- Resources suggested in Teacher Edition from Heinemann site (must register book to obtain)
- Reading notebooks
- Post its, chart paper, markers

UNIT 4: Researched-Based Information Writing

Summary and Rationale

This is the third English Language Arts writing unit students will partake in at the middle school level. Its purpose is to take students through three stages of essays – researched-based informational, Information books, and digital publishing – each one building on the last.

The unit works to teach 6th graders increasingly sophisticated ways to understand and critique information, to improve upon it and to develop ways to take action by explaining it thoroughly in various forms of writing. Students will embark on the unit learning about informational writing by writing an informational essay on a broad topic. They will build on this work by sharpening their focus on one particular part of that broader topic, allowing this interest to guide them in developing an information book. Finally, they will take all they have learned in the first two bends to reflect on all of their writing and reshape it, preparing it for publishing it in an online or digital format. Looking deeply into the information and analyzing a wide variety of sources will allow students to develop a big-picture view of a topic, discover key points within that topic and draft information that shows the strength of their understanding and analysis.

While it is expected in this accelerated course that students will quickly develop and demonstrate the components of 6th grade writing as outlined on the Teachers College Reading and Writing Project Information Writing Rubric and begin to work toward the 7th grade expectations with the support and guidance of the teacher, there are a few focus areas teachers should hone in on. In this unit, it is recommended that teachers push students toward 7th grade expectations in the areas of **Lead, Ending, and Craft**. See the 6th and 7th grade expectations in these areas outlined below in the Resources section.

Recommended Pacing

Bend I: Writers research information on a broad topic, reading a variety of sources to develop a big-picture view with key points, allowing them to flash-draft an information essay. (approximately one week)

Bend II: Writers choose a more focused, compelling issue by following the trail of research to strengthen their credibility for the more refined informational book they will compose. (approximately two weeks)

Bend III: Reshape their writing to fit the digital formats of carefully selected digital platforms. (approximately one week)

State Standards

Standard Writing

W.6.1	Write arguments to support claims with clear reasons and textual evidence.
W.6.2	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Standard Reading	
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Standard Speaking and Listening	
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Standard Language	
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3.b	Maintain consistency in style and tone.
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Information writing involves research, reflection and revision. Information needs to be categorized, synthesized and validated. Students should develop a responsible, critical, active standpoint toward information and the world. 	
Unit Essential Questions	

- How can informational writing help me understand more about the world around me?
- How can I develop a growth mindset in regards to writing, one that will help me to envision myself becoming ever more powerful as a writer?
- How can I develop writing work that will take me to the next level as a writer and will increase my knowledge, power, creativity, and worldly awareness?
- How can I develop a deeper understanding about social issues that will allow me to connect to the struggles of other groups and individuals?
- How can I write in such a way that I discern the issues, lessons, and themes that topic present, and how my writing develops those issues, lessons, and themes?
- How can reflecting on my writing help me become a more focused and engaging writer?

Objectives

Students will know:

- Writers have a purpose for writing
- Writing is a multi-stage process
- Information is organized in different ways
- The habits of a growth mindset include finding a mentor, hard work, practice, building a vision, the celebration of small steps, charting progress.
- There are multiple avenues to express yourself in written form
- Rate and volume are essential to writing
- Information writing supports social activism
- Ideas are complex and they often change over the course of a exploring a topic
- Challenging topics provide opportunities for writing
- Certain details portray theme more prominently than others
- Digital publishing requires reshaping your writing
- Research strengthens credibility in writing
- Reflection lends to more refined writing

Students will be able to:

- Recognize the many different reasons to write.
- Develop a growth mindset by adopting the habits of a growth mindset (find a mentor, work hard, practice, build a vision, celebrate small steps, chart progress).
- Locate credible sources to gather information for their topics.
- Demonstrate their thinking while researching by collecting details that connects to their topics
- Use checklists to track progress
- Analyze flash-drafts to identify areas of success and opportunity.
- Evaluate writing habits and set goals for improvement.
- Recall what is known about information writing to write with purpose.
- Infer an author's position on a topic to formulate ideas about the information in the text.
- Reframe their initial thoughts and ideas about a topic.
- Compare and contrast how different authors present information on a topic.
- Justify possible themes with text details.
- Evaluate text details to find the best match for a given topic.

Resources

Core Text:

- A collection of text excerpts (Teacher determined- see Session I and Appendix)
- Videos:
 - Malala Yousafzai, the Pakistani education activist
<https://www.youtube.com/watch?v=X3vK5qNVOWw>
 YouTube Search Term: “Malala Speaks Out”
 - Alex Lin, lobbyist for e-waste legislation
<http://www.youtube.com/watch?v=WegtON0vxH4>
 YouTube Search Term: “Alex Lin Helps Reduce E-Waste”
 - Jon Stewart interviewing Malala Yousafzai
<http://www.youtube.com/watch?v=gjGL6YY6oMs>
 YouTube Search Terms: “Malala” and “Daily Show”

Suggested Resources:

(* indicates a resource that is available on the Google Drive)

- Anchor Charts:
 - Power-Learning and Note-Taking
 - Moving from One Key Point to a Plan for Logical Informational Essay
- Additional Charts:
 - Mindset*
 - Growth Mindset Moves*
 - Prompts to Talk About Writing*
 - Talking About Books with a Partner*
 - Tips to Get (and Stay!) in the Reading Zone*
 - Readers Develop Ideas about Multiple Characters by... (p. 25 of the Curricular Calendar)
- Sample completed flash-drafts*
- Various mentor essays*
- Centers (developed by Teachers College)*
- Predictable Early Conferences and Small Groups (p. 41 of the Curricular Calendar)

Suggested Areas to Push 7th Grade Expectations

(all information is acquired from the Teachers College Writing Learning Progressions)

Focus	6th Grade	7th Grade
Lead	The writer wrote an introduction in which she interested readers, perhaps with a quote or significant fact. She let readers know the subtopics that she would develop later and how her text would unfold.	The writer interested the reader in the topic by explaining its significance or providing a compelling fact, statistic, or anecdote. He made it clear what parts of this topic his text would tackle, and how the ideas and information in the text would unfold.
Ending	The writer wrote a conclusion in which she restated the important ideas and offered a final insight or implication for the reader to consider	In his conclusion, the writer reinforced and built on the main point(s) in a way that made the entire piece a cohesive whole. The conclusion may have restated the

		main points, responded to them, or highlighted their significance.
Craft	<p>The writer chose her words carefully to explain her information and ideas and to have an effect on the reader.</p> <p>The writer worked to include concrete details, comparisons, and/or images to explain information and concepts and to keep her reader engaged.</p> <p>The writer incorporated domain-specific vocabulary and, when necessary, she explained terms to readers, providing context clues, parenthetical explanations, text boxes, or similar support.</p> <p>The writer supported readers' learning by using a teaching tone and a formal style, as appropriate.</p>	<p>The writer used words purposefully to affect meaning and tone.</p> <p>The writer chose precise words and used metaphors, anecdotes, images, or comparisons to explain what he meant.</p> <p>The writer included domain-specific, technical vocabulary, and defined these when appropriate.</p> <p>The writer used a formal tone, but varied it appropriately to engage the reader.</p>

UNIT 5: Social Issues Book Clubs- Reading for Empathy and Advocacy

Summary and Rationale

Social Issues Book Clubs aims takes on the lofty goal of working today to create a better tomorrow. It aims to teach reading in a way that pushes student to rethink the status quo and promote reform. In middle school, many issues begin to come alight and weigh heavily on students—relationship issues, school issues, a growing awareness of larges societal pressures, etc. Social media use, bullying, economic burdens, family issues, and exposure to violence all play into how students view themselves and others. It is important that educators teach students how to navigate the increasingly complicated world with empathy and grace. This unit works to do just that.

Bend I starts with a focus on the relationships between characters. Students use relationship issues as a jump-off point for considering how power, perspective, and conflicts affect characters. With the goal of lifting the level of analytical work, students are asked to push themselves to contemplate the complex dynamics between two characters being more precise, considering cause and effect, and weighing/evaluating. Bend II shifts to issues that are more systemic in nature. Students will notice when issues are related to groups that a character is a part of (gender, class, race, age, etc.) and consider how groups issues are often related to power issues. Being mindful of whether their text replicates or challenges stereotypes, students will read closely for theme and consider their own roles in group issues. The final bend works to deepen the connections students make to literature. It works to help students appreciate how their own experiences are their lens for reading and conversely how that lens is different for every reader. By becoming conscious of the connections they make, students will view them as more meaningful. Throughout the entire unit, students will be working in books clubs. They will have time in class to read, talk, and push their understanding and interpretation.

For the anchor standards listed below, this unit aligns and supports grades 6-8 New Jersey Student Learning Standards. It is the expectation, in this accelerated course, that teachers will encourage students to push beyond the 6th grade standards (as expected in the 6th grade General Education class) and develop 7th (and possibly 8th) grade learning standards. See the Grades 6-8 New Jersey Learning Standards Continuum, at the end of this document, to see how standards shift and grow throughout the middle grades.

Recommended Pacing

Bend I: Studying Characters’ Relationships (approximately one and a half weeks)

Bend II: Analyzing Group-Related Issues: Considering Power, Perspective, and Tone (approximately one and a half weeks)

Bend III: Bringing Your Life and Others’ Lives to Your Reading (approximately one week)

State Standards

Standard Writing

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Standard Reading

NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Standard Speaking and Listening	
NJSLSA.SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Standard Language	
NJSLSA.L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLSA.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Point of view is relative. • Experiences teach lessons. • Literature mirrors reality. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How can we read to be alert to social issues and analyze how authors develop perspectives and power dynamics in stories and other texts? • How are social issues developed and dealt with in texts? • How can I deepen my interpretation of texts by considering social issues, theme, and perspective? • How can I notice power, perspective, and stereotyping in texts that I read? • How can I use my noticings to challenge texts rather than taking them at face value? • How can I develop ideas not just about themes of texts but also about how those messages are communicated through authorial decisions • How can comparing texts in different genres affect our understanding? • How does learning more about the real life implications of a social issue affect our understanding of the texts we read and the lives we lead? 	
Objectives	
Students will know: <ul style="list-style-type: none"> • Character relationships often spark issues. • Character relationships are apparent in how each react differently in times of trouble. • Character relationships can be both positive and/or negative. • Character actions and reactions contribute to relationship issues. • Book Club members employ many strategies to grow ideas. 	

- Listen closely to understand what members are saying
- Stay on the same topic for a while
- Find multiple examples of an idea in the text
- Name out and focus on a big topic
- Try out different ways to say what you're thinking
- Notice when a strong idea has emerged
- Track ideas to talk about
- Power dynamics between characters affect relationships.
- Power dynamics are windows into larger social issues and life lessons.
- Entrenched, long-lasting character traits can cause potential conflicts.
- Character issues are not always personal, they are at times group-related.
 - A group's access (or lack of access) to power.
- Group-related (or social) issues often affect characters' actions, beliefs, motivations, etc.
- Common literary themes can be applied to many stories and used as a jumping off point when developing one's own theme.
- Individual characters' responses to group-related issues highlights lessons to be learned.
- Groups of people are not issues.
- Issues about a group are presented in positive and/or negative ways.
- Stories can reinforce or challenge common stereotypes and assumptions about a group.
- People/Characters can play various roles (bystander, upstander, perpetrator, victim) when issues arise.
- Meaning is created from the text as well as a reader's character traits, personal history, and groups with which s/he identifies with.
- Reading literature together can teach how to be better people.
- Less admirable character teach lessons about life as well as admirable characters.

Students will be able to:

- Analyze character relationships to determine issues and build ideas about characters.
- Determine whether character relationships are either positive, negative, or both.
- Generalize a set of guidelines for fostering positive relationships in their life.
- Analyze how characters contribute to relationships issues in the text.
- Use various strategies to talk long about one idea in a book club conversation.
- Consider how power issues play out for characters in a text and how relationships are affected.
- Notice when power shifts among characters.
- Explain why one character may have more power than another.
- Analyze the reasons that character's traits collide.
- Develop deeper thinking about characters and their relationships.
- Recognize when characters' issues are not personal, but group related.
- Describe how group-related issues affect characters and stories.
- Evaluate the short- and long- term effects of an imbalance of power.
- Compare how common literary themes apply to their own stories.
- Infer theme by merging ideas about group issues and individuals' responses.
- Apply content specific vocabulary when writing or speaking about issues that arise around groups.
- Assess a story's positive and/or negative connotations by weighing examples across the story.
- Consider if a text is reinforcing or challenging common stereotypes or assumptions about a group.
- Determine characters' roles when social issues arise.

- Evaluate how a characters’ role either promotes or gets in the way of social justice.
- Use their own lives and experiences to connect more deeply with a text.
- Collaborate with club mates to reframe understandings and meaning.
- Analyze less admirable characters to mine for life lessons.

Resources

Core Text:

- “Raymond’s Run,” by Toni Cade Bambara, from *America Street, A Multicultural Anthology of Stories* edited by Anne Mazer.*
- “Tied to Zelda” by David Rice, from *Tripping Over the Lunch Lady* edited by Nancy Mercado*
- “Everything Will Be Okay” by James Howe*
- “You Belong with Me” lyrics by Taylor Swift*
- Student independent reading club books (List of suggested titles on Drive) **(must be at or above level V/W)**

Suggested Resources:

(* indicates a resource that is available on the Google Drive)

- Anchor Charts:
 - Readers Look for Issues in Character Relationships
 - Readers Look for Group Related Issues
 - Bring Your Life to Your Reading—and Your Reading to Your Life
- Additional Charts:
 - To Grow Ideas Together in a Book Club Talk...
 - When Studying Power, Pay Attention To...
 - When Traits Collide!
 - Tracking Possible Groups
 - Social Groups Can Be Based On...
 - Thinking About Power Imbalances between Groups
 - Pay Attention to Power Imbalance...
 - Some Common and Simple Literary Themes
 - Thought Prompts to Grow Ideas about Themes
 - Social Issues
 - Vocabulary for Group-Related Issues
 - To think through if a story is more negative or positive overall, ask...
 - Building Off Club Members’ Ideas
 - To Learn More About Our Texts and Each Other, We Can Share Thoughts about a Text *and* Why That Matters to Us
 - Post-its That Might Engage and Support Future Readers of These Books
 - Charts from Curricular Calendar unit*
- Resources suggested in Teacher Edition from Heinemann site (must register book to obtain)
- Book Club Supports:
 - Folders (to collect club artifacts)
 - Calendars (to track reading schedule)*
 - Self- and Group- Assessment*
 - Group Accountability Sheet*
 - Book Club Rubric*

- Talk Mats*
- Tip Charts*
- Teacher Supports*
- Reading notebooks
- Post its, chart paper, markers

UNIT 6: The Literary Essay: From Character to Compare/Contrast

Summary and Rationale

This is the second English Language Arts unit students will partake in at the middle school level. Its purpose is to introduce writers to the literary essay. The work done in this unit will help to build the foundation for the work they will be doing throughout middle school, as well as high school and college. Over the course of this unit, students will be writing consistently about what they both hear and read. They will develop the ability to step back and think carefully about a text, then articulate their ideas about that text in writing that is clear, thoughtful and powerful.

The unit works to forward two essential ideals, that writing is a valuable experience and that it improves when practiced. The first bend of the unit develops the independence and confidence needed to write literary essays, by focusing on a familiar element from the previous unit – character. Writers will learn to read more closely, with greater focus on details. Next, they will learn to think big about what they are reading, forming their own ideas about theme, developing the ability to explore those ideas with writing. Lastly, as their analytical capacity develops, they will compare and contrast big ideas in texts. While doing this, they will also practice expressing their ideas succinctly, supporting those ideas with evidence, and evaluating the strength and relevance of that evidence.

The lessons in this unit work to illustrate to students that reading and writing work in tandem to help students hold on to their thinking about a particular topic or idea. It also presents students with the idea that writing can help them clarify developing ideas and elaborate on their thinking until they arrive at a final thought that represents their position on that topic.

While it is expected in this accelerated course that students will quickly develop and demonstrate the components of 6th grade writing as outlined on the Teachers College Reading and Writing Project Argument Writing Rubric and begin to work toward the 7th grade expectations with the support and guidance of the teacher, there are a few focus areas teachers should hone in on. In this unit, it is recommended that teachers push students toward 7th grade expectations in the areas of **Organization** and **Elaboration**. See the 6th and 7th grade expectations in these areas outlined below in the Resources section.

Recommended Pacing

- Bend I: Writers engage in a writing “boot camp” that assesses their skills and introduces the root moves of essay writing that will be further developed later in the unit. (approximately 1 ½ weeks)
- Bend II: Writers consider core elements such as theme and author’s craft techniques to push their writing, while developing greater independence. (approximately 1 week)
- Bend III: Writers will further develop the ability to analyze using theme to compare and contrast texts, using resources from prior bends to raise the level of essay writing. (approximately 1 week)

State Standards

Standard Writing

W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Standard Reading	
RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
Standard Speaking and Listening	
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Standard Language	
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3.b	Maintain consistency in style and tone.
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Writing is a multi-step process that continues to develop with practice. • Writing is a reflective process. • Effective communication through writing relies on the usage of proper writing forms. 	
Unit Essential Questions	

- Why do people write?
- How do writers engage readers?
- How can thinking deeply about what I read help me to develop my writing?
- How can I develop a growth mindset in regards to writing, one that will help me to envision myself becoming ever more powerful as a writer?
- How can I use writing to work through unclear ideas about what I read?
- How can I develop writing work that will take me to the next level as a writer and will increase my knowledge, power, creativity, and worldly awareness?
- How can I develop my writing to explore big ideas in a way that will help me see the world differently and consider it more responsibly?
- How can I write in such a way that I discern the issues, lessons, and themes that texts suggest, and develop theories about how the author develops those issues, lessons, and themes?

Objectives

Students will know:

- There are many reasons to write
- The necessity of a growth mindset
- The habits of a growth mindset include finding a mentor, hard work, practice, building a vision, the celebration of small steps, charting progress.
- There are multiple avenues to find writing topics
- Writing is thinking
- Rate and volume are essential to writing
- Ideas can be complex and they often change over the course of a writing piece
- Common themes can be seen across multiple texts
- Common themes can be approached differently by different authors
- Authors use different craft techniques to achieve writing goals
- Text evidence should be carefully chosen to support ideas in a text
- Strong writing requires multiple revisions
- Reflecting on writing using given resources is a valuable use of time
- Mentor essays provide strong examples of how to develop powerful writing

Students will be able to:

- Recognize the many different reasons to write.
- Develop a growth mindset by adopting the habits of a growth mindset (find a mentor, work hard, practice, build a vision, celebrate small steps, chart progress).
- Gather and organize ideas for writing.
- Use writing to demonstrate their thinking while reading.
- Develop a system for tracking writing progress.
- Evaluate writing habits and set goals for improvement.
- Recall what is known about fiction to read with purpose.
- Infer big ideas about a text by paying attention to the details the author includes.
- Make connections between two or more texts.
- Reframe their initial thoughts and ideas about topics in a text.
- Compare and contrast how themes are presented in texts.
- Articulate lessons the character has learned throughout a text and generalize possible themes.
- Justify possible ideas within a story with text details.

- Evaluate text evidence for strength and relevance.

Resources

Core Text:

- A collection of text excerpts (Teacher determined- see Session I and Appendix)
- “Thank You, Ma’am” by Langston Hughes
- “The Gift of the Magi” by O’Henry
- “Everything Will Be Okay” by James Howe (the mentor text for the *Personal Narrative* Unit)
- “Raymond’s Run” by Toni Cade Bambara
- “Freak the Geek” by John Green
- “Your Move” by Eve Bunting
- “Stray” by Cynthia Rylant
- “Inside Out” by Francisco Jimenez

Suggested Resources:

(* indicates a resource that is available on the Google Drive)

- Anchor Charts:
 - “Boxes-and-Bullets Essay Structure”
 - “How to Write a Literary Essay About Character”
 - “Thought Prompts that Help an Essayist Think and Write”
 - “Things to Look for When Annotating a Mentor Essay”
 - “How to Write a Theme-Based Literary Essay”
 - “Revision Strategies”
 - “Alternative Ways to Conclude an Essay”
 - “Conclusions Three Ways”
 - “How to Write a Compare-and-Contrast Literary Essay”
 - “Tips for Comparing and Contrasting”
 - “Literary Language”
 - Reader’s Analyze Character Complexity by Paying Attention to...
- Additional Charts:
 - Mindset*
 - Growth Mindset Moves*
 - Prompts to Talk About Books*
 - Talking About Books with a Partner*
 - Tips to Get (and Stay!) in the Reading Zone*
 - Readers Develop Ideas about Multiple Characters by... (p. 25 of the Curricular Calendar)
- Sample completed flash-drafts*
- Various mentor essays*
- Centers (developed by Teachers College)*
- Predictable Early Conferences and Small Groups (p. 41 of the Curricular Calendar)

Suggested Areas to Push 7th Grade Expectations

(all information is acquired from the Teachers College Writing Learning Progressions)

Focus	6th Grade	7th Grade
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<p style="text-align: center;">Organization</p>	<p>The writer organized his argument into sections: he arranged reasons and evidence purposefully, leading readers from one claim or reason to another.</p> <p>The order of the sections and the internal structure of each section made sense.</p>	<p>The writer purposely arranged parts of her piece to suit her purpose and to lead readers from one claim, counterclaim, reason, or piece of evidence to another.</p> <p>The writer used topic sentences, transitions, and formatting (where appropriate) to clarify the structure of the piece and to highlight her main points.</p>
<p style="text-align: center;">Elaboration</p>	<p>The writer included and arranged a variety of evidence such as facts, quotations, examples, and definitions.</p> <p>The writer used trusted sources and information from experts and gave the sources credit.</p> <p>The writer worked to explain how the reasons and evidence she gave supported her claim(s) and strengthened her argument. To do this the writer referred to earlier parts of her text, summarized background information, raised questions, or highlighted possible implications</p>	<p>The writer included varied kinds of evidence such as facts, quotations, examples, and definitions. He analyzed or explained the reasons and evidence, showing how they fit with his claim(s) and built his argument.</p> <p>The writer consistently incorporated and cited trustworthy sources.</p> <p>The writer wrote about another possible position or positions—a different claim or claims about this subject—and explained why the evidence for his position outweighed the counterclaim(s).</p> <p>The writer worked to make his argument compelling as well as understandable. He brought out why it mattered and why the audience should care about it.</p>

UNIT 7: Test Prep

Summary and Rationale

It is the belief of Piscataway Schools English Language Arts Department that the teaching done throughout the school year in reading and writing workshop prepares students for the content demands of state standardized tests. It is the philosophy that teachers should not “teach to the test.” However, test reading and writing is viewed as another form or genre of reading and writing, and it is approached as such. This unit works to acclimate students to the type of reading, writing, and thinking one must do on state standardized tests. It focuses on the strategies and techniques necessary to be successful when test-taking.

The goal of this test prep unit is not to teach new strategies for reading and/or writing. That is what the yearlong curriculum has done. Instead, this unit explicitly refers to teaching (anchor charts, concepts) from the whole year and uses language students know from the curriculum while showcasing effective test-taking strategies, question types, and test-taking processes. In Bend I and II students learn various strategies for how to approach evidence-based and technology enhanced selected response questions, while also reviewing concepts learned about reading fiction and nonfiction, respectively. In Bend III, students will keep the writing process in mind as they practice how to effectively approach a writing task—focusing on identifying the task, planning, writing within a predictable structure, and including the best text evidence.

As this unit prepares students for the 6th grade state standardized test, the focus standards should be that of 6th grade. There is not differentiation in content between the General Education and Accelerated classes for this unit. However, for independent practice, students in this accelerated course should have a combination of passages at and above grade-level.

Recommended Pacing

Bend I: **Reading Bend I** Narrative (Fiction and Folktales) and Test-taking 101 (approximately one week)
 Bend II: **Reading Bend III** Assorted Informational Nonfiction (approximately one week)
 Bend III: **Writing Bend III**-Extended Response (approximately one and a half weeks)

State Standards

Standard Writing

W.6.1.	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> A. Introduce claim(s) and organize the reasons and evidence clearly. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented.
W.6.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> 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 aiding comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

	<p>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from the information or explanation presented.</p>
Standard Reading	
RL.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.9.	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RI.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.9.	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Standard Speaking and Listening	
SL.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).
Standard Language	
Instructional Focus	
Unit Enduring Understandings	

- Processes promote efficiency.
- Increased knowledge leads to understanding.

Unit Essential Questions

- How can I best showcase my reading and writing skills on standardized tests?
- What have I learned so far about reading fiction and/or nonfiction?
- What have I learned so far about effective writing?
- How can I apply what I know about reading fiction and/or nonfiction and what I know about writing to the standardized test genre?
- How do the questions and prompts on standardized tests relate to the work done in the reading and writing workshop?

Objectives

Students will know:

- The directions, prompts, and blurbs at the start of a test or task hint at the purpose and task.
- The steps necessary for reading a test taking passage:
 - Read once for the gist
 - Stop to think about confusing parts or spurred questions.
 - Reread to answer questions and clarify confusion
 - Annotate!
- Annotating important moments in the text helps when referring back to answer questions or look for text evidence.
- Anticipating predictable story elements aids in the process of understanding test passages.
- Questions about fiction will usually address story elements.
- In short texts, it is better to review how a character responds to trouble when discerning possible character traits, rather than looking for something the character has done again and again.
- Settings, especially weather, are used to create mood and tone.
- Reading with past teaching charts (ie goal and technique cards) in mind aids in the process of understanding text passages.
- When answering questions about a part of a text, they must also consider the whole text, particularly how that part fits into the whole.
- For Part A and Part B Questions, Part A will usually ask about a bigger idea (theme, a character's motivation, main idea etc) and Part B will usually ask for proof/ text evidence of the answer.
- Complex nonfiction will have multiple central ideas stemming from different parts or sections of the text.
- Transition words and phrases in test passages show how information in the text connects.
- Understanding the prompt well is essential to writing a standardized test essay.
- The structure of a standardized test essay.
- Rereading for evidence is the best way to find support for a standardized test essay.
- Evidence for a standardized test essay should come from the throughout (beginning, middle, end) all test passages.
- To apply the steps of the writing process when writing a standardized test essay.

Students will be able to:

- Identify a purpose for reading based on initial test blurb or directions.
- Explain the task of a given test prompt.
- Read a test passage effectively.

- Annotate the important parts of a test passage.
- Demonstrate understanding of test passages.
- Answer questions about fiction and nonfiction successfully.
- Apply their knowledge of standardized test question types to successfully answer test questions.
- Plan and write a test essay based on the standardized test essay structure.
- Locate evidence for a standardized test essay from the beginning , middle, and end of all texts.
- Apply the steps of the writing process when writing a standardized test essay.

Resources

Core Text:

- *Reading Curricular Calendar, Test Preparation SBAC/PARCC* *Released each year by TCRWP
- *Writing Curricular Calendar, SBAC/PARCC Preparation* *Released each year by TCRWP
- “Excerpt from *The Great Whale of Kansas*” by Richard W. Jennings
- “Food Fakeout!” by Matthew Hutson
- “A Sticky Problem for Farmers” by Nathan Aaseng
- “Lewis Latimer” by Stephen Currie

Suggested Resources:

(* indicates a resource that is available on the Google Drive)

- Anchor Charts:
 - Fiction Readers Think About...*
 - Nonfiction Readers Think About...*
 - How to Achieve a High Score in Writing
- Additional Charts:
 - Steps for Reading a Text*
 - Discerning Character Traits from Small Details*
 - Readers Notice HOW the Setting Creates a Mood or Tone*
 - Narrative Writing Goals that Will Likely Show Up on a Test*
 - Answering Part-to-Whole Theme Questions*
 - Mastering Questions that Include Part A and Part B*
 - Readers Think Whole or Part*
 - Too Many Parts? Heads or Tails?*
 - What is this asking me to do?*
 - Steps for Watching of Listening to a Text*
 - Writers Set-up and Unpack*
 - Break it Down*
 - How VS Why*
 - Find the Most Precise Evidence*
 - Prove It!*
 - Check Yourself*
 - What’s a Detail? What’s Not?*
- Resources suggested in Teacher Edition from TCRWP site (must register book to obtain)
- Student practice passages* (**incorporate practice passages from 7th and 8th grade as well**)
- Practice Research Simulation Task*
- Practice Literary Analysis Task (videos)*

- Centers (created by Teachers College)*
- Post its, chart paper, markers

UNIT 8: Fantasy Book Clubs

Summary and Rationale

The final reading unit for sixth grade emphasizes students’ developing knowledge of literary traditions, and continues to encourage students to read with more maturity and independence. This unit repeats many of the concepts covered in the 5th grade Fantasy Book Club unit. The reason being that this is an increasingly difficult, popular genre for the more complex reading levels students will be moving into. The unit is organized so that students work in books clubs that will support them as they read multiple fantasy texts, immersing themselves in the genre. The emphasis is on transfer. Students are encouraged to use all they’ve learned about fiction (understanding characters, analyzing theme) as they navigate this new genre.

In Bend I, students focus on orienting to the world of fantasy right away using details to learn about the setting and “magic” of this new world. Students will be alerted to how this genre is more complicated than other, and how they need to read more carefully, suspending judgement as they analyze scenes and characters. In Bend II, students will begin to think metaphorically and analytically about the quests and themes within their fantasy texts. Students will dig deeper to interpret the implications of the conflicts, themes, and lessons in their stories and how they relate to the lives they want to lead. Finally in Bend III, students focus on studying literary traditions—archetypes, quest structures, and symbolism.

For the anchor standards listed below, this unit aligns and supports grades 6-8 New Jersey Student Learning Standards. It is the expectation, in this accelerated course, that teachers will encourage students to push beyond the 6th grade standards (as expected in the 6th grade General Education class) and develop 7th (and possibly 8th) grade learning standards. See the Grades 6-8 New Jersey Learning Standards Continuum, at the end of this document, to see how standards shift and grow throughout the middle grades.

Recommended Pacing

Bend I: Reading closely at the start of a book - learning to build the world of the story when it’s another world (approximately one-two weeks)
 Bend II: Developing thematic understanding—it’s about more than dwarfs and elves (approximately one-two weeks)
 Bend III: Literary traditions, including archetypes, quest structures, and thematic Patterns (approximately one-two weeks)

State Standards

Standard Writing

Standard Reading

NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Standard Speaking and Listening	
NJSLSA.SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Standard Language	
NJSLSA.L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLSA.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Experiences teach lessons. • Genres follow predictable characteristics. • Transferring knowledge strengthens ability. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How can I tackle the demanding and complex genre of fantasy reading? • What will my strategies and goals be that help me to make sense of multiple plot lines, layered characters, complex themes? • How can I learn to read closely at the start of a novel, paying careful attention to the role of the setting, to multiple plotlines, and to new information as it arises? • How can I use all I have learned about how authors develop themes to study the way authors approach common themes in fantasy? • How can I deepen my thoughts about fantasy stories by thinking about the choices the authors have made—especially thinking about symbolism, allusion and craft? 	
Objectives	
Students will know: <ul style="list-style-type: none"> • Authors include clues about the setting and magical elements of fantasy books in the cover, back blurb, and initial details from the beginning of the story. • Setting has psychological (mood, tone,) implications as well as physical. • Different Aspects of power: <ul style="list-style-type: none"> ○ Power of Choice ○ Overt Power (a king) ○ Resentment/Acceptance of Power ○ Aspirations for Power- good? Or dangerous? 	

- Acquisition/Loss of Power
- Power in Society
- Power in Character Relationships
- Characters of fantasy texts begin not knowing a lot of knowledge and then learn very quickly.
- Lessons learned by characters of a text are also lesson for the reader.
- Unfamiliar terms used in fantasy books (ie “muggle” from Harry Potter) can be defined by thinking about how the word is used, word families, and/or Latin roots.
- Characters in fantasy texts face inner conflicts that haunt them.
- Characters have both inner and outer struggles.
- The metaphoric and physical dragons (conflicts) a character faces drives the character’s actions.
- Plot is a vehicle for teaching about ideas (themes).
- In fantasy, a dominant theme emerges as a struggle between good and evil.
- The narrator’s point of view dramatically influences how events are described in the novel.
- More complicated texts often have multiple plotlines.
- Multiple plotlines can be tracked using charts, timelines, and other graphic organizers.
- Characters in fantasy novels often play expected roles (archetypes).
- Fantasy novels are often follow the traditional literary structure of a quest.
- Small details and overall structures reveal the character’s internal and/or external quest.
- The genre of fantasy will include similar characters, plots, themes, etc, but the author may approach each differently.
- Characters in fantasy may conform or break common stereotypes and gender norms.

Students will be able to:

- Infer details about the setting and magical elements of their fantasy book.
- Analyze the setting of their story to determine mood.
- Analyze signs of power in its different forms.
- Recognize times when a character, who knows little, learns a lot.
- Infer life lessons based on those learned by characters.
- Determine the meaning of key terms based on how the word is used, word families, and/or Latin roots.
- Identify characters’ inner and outer conflicts, pressures, and/or struggles.
- Explain characters’ motivations by analyzing identified metaphoric and physical dragons (conflicts).
- Consider how the author develops themes across a narrative using connecting scenes.
- Critique how the dominant theme of a struggle between good and evil is played out in a text.
- Analyze how the narrator’s point of view is show and how it affects the story.
- Separate and follow multiple plotlines using charts, timelines, and other graphic organizers to track problems that arise.
- Decide the traditional archetypal roles characters in their fantasy novel play.
- Determine whether a fantasy novel showcases a physical or psychological quest.
- Critique the small details and overall structure of a text to discern a character’s internal and/or external quest.
- Evaluate to what extent characters in their fantasy novel fulfill archetypal roles.
- Compare how authors approach a similar genre differently.
- Consider a characters actions and appearances in order to read critically for stereotypes and gender norms.

Resources

Core Text:

- *Reading Curricular Calendar, Fantasy Book Clubs* teacher edition
- *The Paper Bag Princess* by Robert Munsch
- *Excerpts from The Thief of Always*, by Clive Barker, or *The Lightning Thief*, by Rick Riordan
- **Alternates:** “*The Third Wish*,” by Joan Aiken
- Student independent fantasy reading novels (must be at or above level W/X)

Suggested Resources:

(* indicates a resource that is available on the Google Drive)

- Anchor Charts:
 - Readers of Fantasy Think About...
- Additional Charts:
 - Thinking About Character to Determine Theme
 - Questions to Ask Yourself When Thinking about Characters
 - Traditional Archetypes
 - Some Common Themes in Fantasies
 - We Can Analyze How Different Authors Approach Themes by Comparing and Contrasting... And Asking...
- Resources suggested in Teacher Edition from TCRWP site (must register book to obtain)
- Centers (created by Teachers College)*
- Post its, chart paper, markers

Grades 6-8 New Jersey Learning Standards Continuum

Progress Indicators for Reading Literature				
Standard	ANCHOR	6 th GRADE	7 th GRADE	8 th GRADE
RL 1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Determine a theme or central idea of a text and how it is conveyed through particular details ; provide a summary of the text distinct from personal opinions or judgments.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot ; provide an objective summary of the text.
RL 3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision .
RL 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone .	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g.,	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including

	choices shape meaning or tone.		alliteration) on a specific verse or stanza of a poem or section of a story or drama.	analogies or allusions to other texts.
RL 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL 6	Assess how point of view or purpose shapes the content and style of a text.	Explain how an author develops the point of view of the narrator or speaker in a text.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
RL 8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)
RL 9	Analyze and reflect on how two or more texts address similar themes or topics in	Compare, contrast and reflect on (e.g. practical knowledge,	Compare, contrast and reflect on (e.g. practical knowledge,	Analyze and reflect on (e.g. practical knowledge, historical/cultural context,

	order to build knowledge or to compare the approaches the authors take.	historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
RL 10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	Guided Reading Levels U-X	Guided Reading Levels W-Y	Guided Reading Levels Y-Z+

Progress Indicators for Reading Informational Text				
Standard	ANCHOR	6 th GRADE	7 th GRADE	8 th GRADE
RI 1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Determine a central idea of a text and how it is conveyed through particular details ; provide a summary of the text distinct from personal opinions or judgments.	Determine two or more central ideas in a text and analyze their development over the course of the text ; provide an objective summary of the text.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting

				ideas; provide an objective summary of the text.
RI 3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
RI 6	Assess how point of view or purpose shapes the content and style of a text.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
RI 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

		understanding of a topic or issue.	delivery of a speech affects the impact of the words).	
RI 8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI 9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
RI 10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	Guided Reading Levels U-X	Guided Reading Levels W-Y	Guided Reading Levels Y-Z+

Progress Indicators for Writing				
Standard	ANCHOR	6 th GRADE	7 th GRADE	8 th GRADE
W 1	Write arguments to support claims in an analysis of substantive topics or texts,	Write arguments to support claims with clear	Write arguments to support claims with clear	Write arguments to support claims with clear

	using valid reasoning and relevant and sufficient evidence.	<p>reasons and relevant evidence.</p> <p>A. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from the argument presented.</p>	<p>reasons and relevant evidence.</p> <p>A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>D. Establish and maintain a formal style/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>reasons and relevant evidence.</p> <p>A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal style.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>
W 2	Write informative/explanatory texts to examine and convey complex ideas	Write informative/explanatory texts to examine a topic and convey ideas,	Write informative/explanatory texts to examine a topic and convey	Write informative/explanatory texts to examine a topic and convey

	<p>and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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 aiding comprehension.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal/academic style, approach, and form.</p>	<p>ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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).</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal/academic style, approach, and form.</p>
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W 3	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time</p>

		<p>time frame or setting to another.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>time frame or setting to another.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>frame or setting to another, and show the relationships among experiences and events.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
W 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to	Use technology, including the Internet, to produce and publish writing and present the relationships between information and

		demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	interact and collaborate with others.	ideas efficiently as well as to interact and collaborate with others.
W 7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research. C. Apply <i>grade 6 Reading standards</i> to literature D. Apply <i>grade 6 Reading standards</i> to literary nonfiction	Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply <i>grade 7 Reading standards</i> to literature B. Apply <i>grade 7 Reading standards</i> to literary nonfiction	Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply <i>grade 8 Reading standards</i> to literature B. Apply <i>grade 8 Reading standards</i> to literary nonfiction

W 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	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.	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.	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.
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Progress Indicators for Speaking and Listening				
Standard	ANCHOR	6 th GRADE	7 th GRADE	8 th GRADE
SL 1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

		<p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
SL 2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	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.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL 3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning

		by reasons and evidence from claims that are not.	relevance and sufficiency of the evidence.	and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
SL 4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	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).	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL 5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL 6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Progress Indicators for Language

Standard	ANCHOR	6 th GRADE	7 th GRADE	8 th GRADE
L 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. PRONOUNS A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., <i>myself, ourselves</i>). 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. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. PHRASES, CLAUSES, SENTENCES A. Explain the function of phrases and clauses in general and their function in specific sentences. B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. VERBALS, ACTIVE/PASSIVE VOICE, VERB TENSE A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. B. Form and use verbs in the active and passive voice. C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood.
L 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (commas, parentheses, dashes) to set	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a comma to separate coordinate adjectives (e.g., <i>It was</i>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation

		<p>offnonrestrictive/parent hetical elements.</p> <p>B. Spell correctly.</p>	<p><i>a fascinating, enjoyable movie but not He wore an old[,] green shirt).</i></p> <p>B. Spell correctly.</p>	<p>(comma, ellipsis, dash) to indicate a pause or break.</p> <p>B. Use an ellipsis to indicate an omission.</p> <p>C. Spell correctly.</p>
L 3	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>B. Maintain consistency in style and tone</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact)</p>
L 4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate..</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s</p>

		<p>a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>C. 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.</p> <p>D. 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).</p>	<p>function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>C. 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.</p> <p>D. 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).</p>	<p>position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p> <p>C. 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.</p> <p>D. 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).</p>
L 5	Demonstrate understanding of word relationships and nuances in word meanings.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., <i>personification</i>) in context.</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., <i>literary, biblical, and</i></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g. <i>verbal</i></p>

		<p>B. Use the relationship between particular words (e.g., <i>cause/effect, part/whole, item/category</i>) to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>)</p>	<p><i>mythological allusions</i>) in context.</p> <p>B. Use the relationship between particular words (e.g., <i>synonym/antonym, analogy</i>) to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p><i>irony, puns</i>) in context.</p> <p>B. Use the relationship between particular words to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>)</p>
L 6	<p>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.</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>